

**Idaho Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

January 20, 2003

State Capitol, Gold Room

- A. Letter of Authorization Requests, Bob West**
- B. Elementary and Secondary School Accreditation Report, Carolyn Mauer**
- C. Albertson College of Idaho Program Approval, Bob West**
- D. Adequate Yearly Progress (AYP) Formula, David Breithaupt**
- E. Superintendent's Report, Marilyn Howard**

A. SUBJECT:

Letters of Authorization

BACKGROUND:

At its January 2-3, 2003, meeting, the Professional Standards Commission approved Letters of Authorization for recommendation to the State Board of Education for its final approval.

Pertinent to the Letters of Authorization, State Board of Education Rule IDAPA 08.02.02.070.01 states that, "The final recommendation of the Commission will be submitted to the State Board of Education by the Superintendent of Public Instruction."

RECOMMENDATIONS:

The State Department of Education recommends that the State Board of Education give final approval for the Letters of Authorization that have been submitted as approved by the Professional Standards Commission at its January 2-3, 2003, meeting.

BOARD ACTION:

The State Board carried to approve/disapprove/table the requests for Letters of Authorization as submitted by the Professional Standards Commission. It was moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. Approval list for Letters of Authorization

January 2-3, 2003

[illegible]

B. SUBJECT:

Elementary and Secondary School Accreditation Reports

BACKGROUND:

All public schools in Idaho will be state accredited. State Accreditation is voluntary for private and parochial schools (Section 33-119, Idaho Code). Under the Administrative Rules of the State Board of Education, the State Department of Education developed the process for school personnel to report how each school is addressing the elements of "Thoroughness" and meeting the standards required for school accreditation. Schools have the flexibility to become accredited using one of the following options: Idaho Elementary/Secondary Accreditation Standards, Northwest Accreditation Standards, or School Accreditation School Improvement Model (SASI or SIP) or submitting an Alternative Accreditation Plan (AAP). School principals submit their annual report via the Internet to the State Department of Education by October 15.

The State Advisory Accreditation Committees represent each region of the state; members are elected by their peers and approved by the State Board of Education. The Committees meet in October to review the reports and compare the school's responses to the required standards. An accreditation rating is assigned to each school, based on how well the school meets the accreditation standards. The State Advisory Accreditation Committees have established a rating scale and a deviation rating scale for each standard.

After schools are provided their preliminary accreditation status and committee comments, they are given time to respond to any deviations from the standards. The school responses are given due consideration and a final recommendation is made to the State Board of Education.

Both the Elementary Advisory Accreditation Committee and the Secondary State/Northwest Advisory Accreditation Committee have reviewed the annual accreditation reports and ratings and submit their accreditation rating recommendations in this annual Accreditation Summary Report of Idaho Schools.

RECOMMENDATIONS:

The State Department of Education recommends the approval of the 2002-2003 Accreditation Summary Report of Idaho Schools.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the 2002-2003 Accreditation Summary Report of Idaho Schools as submitted. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. 2002-2003 Accreditation Summary Report of Idaho Schools

ACCREDITATION SUMMARY REPORT

OF IDAHO SCHOOLS

2002-2003



The Mission of the Idaho State Department of Education is to promote a thorough system of public education by providing leadership and consultation to school districts, the public, and partner agencies.

The State Department of Education will assist in delivering excellent programs and services, leading to success for all learners and meeting the letter and spirit of relevant laws, rules, and regulations.

The focus of the State Department of Education is to promote best teaching practices that lead to high academic achievement for all students.

Marilyn Howard, Ed.D.
State Superintendent
of Public Instruction

Carolyn Mauer
Chief, Bureau of
Curriculum & Accountability

Shannon Page
Coordinator of Accreditation &
Elementary Services

Accreditation Summary Report of Idaho Schools 2002-2003

Table of Contents

Summary	B- 5
Northwest Exemplary Program Recognition	B- 5
Merit School Recognition	B- 6
Current and Past Status of All School Types	B- 7
Alternative Secondary Schools	B- 9
State Educational Institutions	B-12
All Public School Listing – By School District	B-13
Accredited Non-Public Schools	B-36
Elementary Advisory Accreditation Committee List	B-38
Secondary State/Northwest Advisory Accreditation Committee List	B-39
Idaho's Annual State and Northwest Accreditation Report Form	B-40

Summary	1999	2000	2001	2002
State Accredited High Schools	12	9	8	12
Northwest Accredited High Schools	110	111	106	108
State Accredited Middle and Junior High Schools	55	56	65	63
Northwest Accredited Middle and Junior High Schools	45	45	36	33
State Accredited Elementary Schools	368	366	363	353
Northwest Accredited Elementary Schools	9	10	9	12
State Accredited K-12 Schools	4	4	6	4
Northwest Accredited K-12 Schools	18	20	22	24
Northwest Accredited Special Purpose Schools	16	17	18	22
Northwest Accredited Supplemental Education Schools	2	2	1	3
Northwest Accredited Distance Education Schools				2
Total Schools	639	640	634	636

Northwest Member Schools Recommended for Exemplary Program Recognition		
District	School	Year of Recognition
271	Coeur d'Alene High School	1 st Year
272	Lakeland High School	1 st Year
281	Moscow Senior High School	1 st Year
61	Wood River Middle School	2 nd Year
381	American Falls High School	2 nd Year
01	Timberline High School	3 rd Year
61	Wood River High School	3 rd Year
139	Vallivue High School	3 rd Year
151	Declo High School	3 rd Year
201	Preston High School	3 rd Year
261	Jerome High School	3 rd Year
321	Madison Senior High School	3 rd Year
381	William Thomas Middle School	3 rd Year
391	Kellogg Middle School	3 rd Year
411	Vera O'Leary Junior High School	3 rd Year

State Accredited Elementary Schools with Merit Recognition		
District	School	Year of Recognition
02	Frontier Elementary School	1 st Year
	Joplin Elementary School	1 st Year
02	McMillan Elementary School	1 st Year
91	Sunnyside Elementary School	1 st Year
150	Howard Thirkill Primary School	1 st Year
272	Athol Elementary School	1 st Year
272	Betty Kiefer Elementary School	1 st Year
272	Garwood Elementary School	1 st Year
272	Spirit Lake Elementary School	1 st Year
272	Ponderosa Elementary School	1 st Year
381	Hillcrest Elementary School	1 st Year
391	Sunnyside Elementary School	1 st Year
527	Grace Lutheran School	1 st Year
637	St. Mary's Catholic- Moscow	1 st Year
653	St. Stanislaus Tri-Parish School	1 st Year
21	Inkom Elementary School	2 nd Year
25	Lewis & Clark Elementary School	2 nd Year
272	John Brown Elementary School	2 nd Year

Northwest Accredited and Secondary Schools with Merit Recognition		
District	School	Year of Recognition
171	Orofino High School	1 st Year
151	Declo High School	1 st Year
201	Preston High School	1 st Year
271	Canfield Middle School	1 st Year
271	Coeur d'Alene Charter Academy	1 st Year
271	Lake City High School	1 st Year
272	Lakeland High School	1 st Year
272	Lakeland Junior High School	1 st Year
272	Timberlake Junior-Senior High School	1 st Year
273	Post Falls High School	1 st Year
282	Genessee Public School	1 st Year
363	Marsing High School	1 st Year
381	William Thomas Middle School	1 st Year
391	Kellogg Middle School	1 st Year
393	Wallace Junior-Senior High School	1 st Year
25	Century High School	2 nd Year
340	Jenifer Junior High School	2 nd Year
422	Cascade Public School	2 nd Year
500	Bishop Kelly High School	2 nd Year

CURRENT AND PAST STATUS OF ALL SCHOOL TYPES

State Accredited High Schools

Ratings	1999	2000	2001	2002
Approved with Merit	0	0	0	1
Approved	11	9	8	10
Approved with Warning	1	0	0	1
Not Approved	0	0	0	0

Northwest Accredited High Schools

Ratings	1999	2000	2001	2002
Approved with Merit	0	6	8	8
Approved with Exemplary	4	8	8	8
Approved with Merit and Exemplary	2	2	2	3
Approved	104	95	87	88
Advised	0	0	1	1
Warned	0	0	0	0
Dropped	0	0	0	0

State Accredited Middle/Junior High Schools

Ratings	1999	2000	2001	2002
Approved with Merit	1	0	2	0
Approved	54	56	60	63
Approved with Warning	0	0	3	0
Not Approved	0	0	0	0

Northwest Accredited Middle/Junior High Schools

Ratings	1999	2000	2001	2002
Approved with Merit	1	3	1	3
Approved with Exemplary	4	3	1	2
Approved with Merit and Exemplary	1	2	4	2
Approved	39	37	30	26
Advised	0	0	0	0
Warned	0	0	0	0
Dropped	0	0	0	0

State Accredited Elementary Schools

Ratings	1999	2000	2001	2002
Approved with Merit	4	11	14	19
Approved	364	353	345	332
Approved with Warning	0	0	3	2
Not Approved	0	2	1	0

Northwest Accredited Elementary Schools

Ratings	1999	2000	2001	2002
Approved with Merit	0	0	0	0
Approved with Exemplary	0	0	0	0
Approved with Merit and Exemplary	0	0	0	0
Approved	9	0	9	12
Advised	0	0	0	0
Warned	0	0	0	0
Dropped	0	0	0	0

State Accredited K-12 Schools

Ratings	1999	2000	2001	2002
Approved with Merit	0	0	0	0
Approved	4	4	6	3
Approved with Warning	0	0	0	1
Not Approved	0	0	0	0

Northwest Accredited K-12 Schools

Ratings	1999	2000	2001	2002
Approved with Merit	0	0	1	2
Approved with Exemplary	1	1	0	0
Approved with Merit and Exemplary	0	0	0	0
Approved	16	18	18	22
Advised	0	1	2	0
Warned	1	0	1	0
Dropped	0	0	0	0

Northwest Accredited Special Purpose Schools

Ratings	1999	2000	2001	2002
Approved with Merit	0	0	0	0
Approved with Exemplary	0	0	0	0
Approved with Merit and Exemplary	0	0	0	0
Approved	15	17	14	19
Advised	1	0	3	2
Warned	0	0	0	1
Dropped	0	0	0	0

Northwest Accredited Supplemental Education Program Schools

Ratings	1999	2000	2001	2002
Approved with Merit	0	0	0	0
Approved with Exemplary	0	0	0	0
Approved with Merit and Exemplary	0	0	0	0
Approved	2	1	2	3
Advised	0	0	0	0
Warned	0	1	0	0
Dropped	0	0	0	0

Northwest Accredited Distance Education Schools

Ratings	1999	2000	2001	2002
Approved with Merit	0	0	0	0
Approved with Exemplary	0	0	0	0
Approved with Merit and Exemplary	0	0	0	0
Approved	2	1	2	2
Advised	0	0	0	0
Warned	0	1	0	0
Dropped	0	0	0	0

ACCREDITATION LISTING OF ALTERNATIVE SECONDARY SCHOOLS

<u>District 01: Boise</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Fort Boise Mid High School	East, Fairmont, Les Bois, North, and Riverglen Junior High Schools	9-10	State
Mountain Cove High School	Borah High School	9-12	Northwest
Boise Evening School	Boise School District Junior & Senior High Schools	9-12	Northwest

<u>District 02: Meridian</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Crossroads Middle School	Lewis & Clark, Meridian, Lowell Scott, Eagle, and Lake Hazel Middle Schools	7-8	State
Eagle Academy		9-12	Northwest
Meridian Academy		9-12	State

<u>District 03: Kuna</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Kuna Evening School	Kuna High School	9-12	Northwest

<u>District 25: Pocatello</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Kinport Academy	Franklin Middle School	7-8	Northwest
Teen Parent Center	Highland High School	8-12	Northwest
New Horizon Alternative High School	Pocatello High School	9-12	Northwest

<u>District 41: St. Maries</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Community Education Center	St. Maries High School	7-12	Northwest

<u>District 55: Blackfoot</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Independence Alternative High School	Blackfoot High School	9-12	Northwest
Mountain View Middle School Alternate Classroom	Mountain View Middle School	7-8	Northwest

<u>District 61: Blaine County</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Silver Creek Alternative School	Wood River High School	10-12	Northwest

<u>District 83: West Bonner County</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Priest River Educational Program	Priest River Lamanna High School	9-12	Northwest

<u>District 84: Lake Pend Oreille</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Lake Pend Oreille Jr.-Sr. High School	Sandpoint High School	7-12	Northwest

<u>District 91: Idaho Falls</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Westview High School	Skyline High School	9-12	Northwest

<u>District 93: Bonneville</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Lincoln Alternative High School		9-12	State
Telford Academy	Rocky Mountain Middle School/Bonneville High School	7-12	Northwest
Teton Peaks Academy	Lincoln Alternative High School	7-12	State

<u>District 101: Boundary County</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Riverside Alternative High School	Bonners Ferry High School	9-12	Northwest

<u>District 131: Nampa</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Alpha I Alternative School	Nampa and Skyview High Schools	7-12	Northwest
Ridgecrest Alternative High School		9-12	Northwest
Nampa High Teen Parent Program	Nampa High School	9-12	Northwest

<u>District 132: Caldwell</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Canyon Springs High School	Caldwell High School	9-12	Northwest

<u>District 134: Middleton</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Middleton Transition School	Middleton High School	8-10	Northwest

<u>District 150: Soda Springs</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Caribou High School	Soda Springs High School	9-12	Northwest

<u>District 151: Cassia County</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Cassia Education Center		7-12	State

<u>District 171: Orofino</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Clearwater Alternative School	Orofino Junior and Senior High Schools/Timberline Junior-Senior High School	7-12	Northwest

<u>District 193: Mountain Home</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Richard McKenna High School		9-12	Northwest
Idaho Virtual High School		7-12	Northwest

<u>District 201: Preston</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Franklin County High School	Preston High School	9-12	Northwest

<u>District 215: Fremont County</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
South Fremont Secondary Alternative School	South Fremont High School	7-12	Northwest

<u>District 221: Emmett</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Black Canyon High School	Emmett High School	7-12	Northwest

<u>District 231: Gooding</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Gooding Accelerated Learning Center	Gooding High School	9-12	Northwest

<u>District 251: Jefferson</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Jefferson High School	Rigby Senior High School	9-12	Northwest
Jefferson Middle School	Rigby Junior High School	7-8	State

<u>District 261: Jerome</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Northside Alternative High School	Jerome High School	9-12	Northwest

<u>District 271: Coeur d'Alene</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Project CDA (Creating Dropout Alternatives)	Coeur d'Alene High School	7-12	Northwest

<u>District 272: Lakeland</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Mountain View	Lakeland High School/Timberlake Junior-Senior High School	9-12	Northwest

<u>District 273: Post Falls</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
New Vision High School	Post Falls High School	9-12	Northwest

<u>District 281: Moscow</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Moscow Alternative School Center	Moscow High School	9-12	Northwest

<u>District 291: Salmon</u>			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Salmon Alternative	Salmon High School	9-12	Northwest

District 321: Madison			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Central High School	Madison High School	9-12	Northwest

District 331: Minidoka			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Mini-Cassia Opportunity Center	Minico Senior High School	7-12	Northwest
Idaho Youth Ranch	Minico Senior High School	7-12	Northwest

District 340:			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Northwest Children's Home Education Center	Jenifer Junior High School/Lewiston High School	7-12	Northwest
Tammany Alternative Center	Lewiston High School	9-12	Northwest

District 341: Lapwai			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Lapwai Alternative School	Lapwai Jr.- Sr. High School	9-12	Northwest

District 370: Homedale			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Centerpoint High School		8-12	Northwest

District 371: Payette			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Payette Alternative Center	Payette High School	9-12	Northwest

District 381: American Falls			
School Name	Sponsoring School	Grades Served	Accrediting Institution
American Falls Academy	American Falls High School	7-12	Northwest

District 393: Wallace			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Silver Valley Youth Works	Wallace Junior/Senior High	9-12	State

District 411: Twin Falls			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Magic Valley High School	Twin Falls High School	9-12	Northwest
Twin Falls Bridge Academy	Stuart and O'Leary Junior High Schools	7-9	Northwest

District 421: McCall- Donnelly			
School Name	Sponsoring School	Grades Served	Accrediting Institution
Heartland High School	McCall-Donnelly High School	11-12	Northwest

School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Idaho School for the Deaf and Blind, Gooding	K-12	SIP	Northwest	Approved
Juniper Hills, Nampa	Special Purpose	SIP	Northwest <i>1st Year Candidate</i>	Approved
Juniper Hills, Lewiston	Special Purpose	SIP	Northwest <i>1st Year Candidate</i>	Approved
Juniper Hills, St. Anthony	Special Purpose	SIP	Northwest	Approved
Robert Janns School (Idaho Department of Corrections) Boise	Special Purpose	SIP	Northwest	Approved

ACCREDITATION LISTING OF ALL PUBLIC SCHOOLS

District 001: Boise				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Adams Elementary School	Elementary School	SASI	State	Approved
Amity Elementary School	Elementary School	SASI	State	Approved
ANSER Charter School	Elementary School	N/A	State	Approved
Boise Senior High School	High School	SIP	Northwest	Approved
Borah Senior High School	High School	SIP	Northwest	Approved
Capital Senior High School	High School	SIP	Northwest	Approved
Cole Elementary School	Elementary School	SASI	State	Approved
Collister Elementary School	Elementary School	SASI	State	Approved
Cynthia Mann Elementary School	Elementary School	SASI	State	Approved
East Junior High School	Middle/Jr. High	SIP	State	Approved
Fairmont Junior High School	Middle/Jr. High	SIP	State	Approved
Franklin Elementary School	Elementary School	SASI	State	Approved
Garfield Elementary School	Elementary School	SASI	State	Approved
Hawthorne Elementary School	Elementary School	SASI	State	Approved
Hidden Springs Charter School	Elementary School	N/A	State	Approved
Highlands Elementary School	Elementary School	SASI	State	Approved
Hillcrest Elementary School	Elementary School	SASI	State	Approved
Hillside Junior High School	Middle/Jr. High	SIP	State	Approved
Horizon Elementary School	Elementary School	SASI	State	Approved
Jackson Elementary School	Elementary School	SASI	State	Approved
Jefferson Elementary School	Elementary School	SASI	State	Approved
Koelsch Elementary School	Elementary School	SASI	State	Approved
Les Bois Junior High School	Middle/Jr. High	SIP	State	Approved
Liberty Elementary School	Elementary School	SASI	State	Approved
Longfellow Elementary School	Elementary School	SASI	State	Approved
Lowell Elementary School	Elementary School	SASI	State	Approved
Madison Elementary School	Elementary School	SASI	State	Approved
Maple Grove Elementary School	Elementary School	SASI	State	Approved
McKinley Elementary School	Elementary School	SASI	State	Approved
Monroe Elementary School	Elementary School	SASI	State	Approved
Mountain View Elementary School	Elementary School	SASI	State	Approved
North Junior High School	Middle/Jr. High	SIP	State	Approved
Owyhee Elementary School	Elementary School	SASI	State	Approved
Pierce Park Elementary School	Elementary School	SASI	State	Approved
Riverglen Junior High School	Middle/Jr. High	SIP	State	Approved
Riverside Elementary School	Elementary School	SASI	State	Approved
Roosevelt Elementary School	Elementary School	SASI	State	Approved
Shadow Hills Elementary School	Elementary School	SASI	State	Approved
South Junior High School	Middle/Jr. High	SIP	State	Approved
Timberline Senior High School	High School	SIP	Northwest	Approved with Exemplary 3
Trail Wind Elementary School	Elementary School	SASI	State	Approved
Valley View Elementary School	Elementary School	SASI	State	Approved
Washington Elementary School	Elementary School	SASI	State	Approved
West Junior High School	Middle/Jr. High	SIP	State	Approved
White Pine Elementary School	Elementary School	SASI	State	Approved
Whitney Elementary School	Elementary School	SASI	State	Approved
Whittier Elementary School	Elementary School	SASI	State	Approved
William Howard Taft Elementary	Elementary School	SASI	State	Approved

District 002: Meridian				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Cecil D. Andrus Elementary School	Elementary School	N/A	State	Approved
Centennial High School	High School	SIP	Northwest	Approved
Chaparral Elementary School	Elementary School	N/A	State	Approved
Chief Joseph Elementary School	Elementary School	N/A	State	Approved
Eagle Academy	Special Purpose	SIP	Northwest <i>1st Year Candidate</i>	Approved
Eagle Elementary School	Elementary School	N/A	State	Approved
Eagle High School	High School	SIP	Northwest	Approved
Eagle Hills Elementary School	Elementary School	N/A	State	Approved
Eagle Middle School	Middle/Jr. High	SIP	State	Approved
Eliza Hart Spalding Elementary	Elementary School	N/A	State	Approved
Frontier Elementary School	Elementary School	N/A	State	Approved with Merit 1
Joplin Elementary School	Elementary School	N/A	State	Approved with Merit 1
Lake Hazel Elementary School	Elementary School	N/A	State	Approved
Lake Hazel Middle School	Middle/Jr. High	SIP	State	Approved
Lewis & Clark Middle School	Middle/Jr. High	SIP	State	Approved
Linder Elementary School	Elementary School	N/A	State	Approved
Lowell Scott Middle School	Middle/Jr. High	SIP	State	Approved
Mary McPherson Elementary	Elementary School	N/A	State	Approved
McMillan Elementary School	Elementary School	N/A	State	Approved with Merit 1
Meridian Academy	High School	SIP	State	Approved
Meridian Charter High School	High School		Northwest <i>3rd Year Candidate</i>	Approved
Meridian Elementary School	Elementary School	N/A	State	Approved
Meridian High School	High School	SIP	Northwest	Approved
Meridian Middle School	Middle/Jr. High	SIP	State	Approved
Peregrine Elementary School	Elementary School	N/A	State	Approved
Pioneer Elementary School	Elementary School	N/A	State	Approved
Ponderosa Elementary School	Elementary School	N/A	State	Approved
Ridgewood Elementary School	Elementary School	N/A	State	Approved
River Valley Elementary School	Elementary School	N/A	State	Approved
Seven Oaks Elementary School	Elementary School	N/A	State	Approved
Silver Sage Elementary School	Elementary School	N/A	State	Approved
Star Elementary School	Elementary School	N/A	State	Approved
Summerwind Elementary School	Elementary School	N/A	State	Approved
Ustick Elementary School	Elementary School	N/A	State	Approved

District 003: Kuna				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Fremont H. Teed Elementary	Elementary School	N/A	State	Approved
Hubbard Elementary School	Elementary School	N/A	State	Approved
Indian Creek Elementary School	Elementary School	N/A	State	Approved
Kuna High School	High School	SIP	Northwest	Approved
Kuna Junior High School	Middle/Jr. High	SIP	State	Approved
Ross Elementary School	Elementary School	N/A	State	Approved

District 011: Meadows Valley				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Meadows Valley Public School	K-12 School	SIP	Northwest	Approved

District 013: Council				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Council Elementary School	Elementary School	N/A	State	Approved
Council Junior/Senior High School	High School	SIP	Northwest	Approved

District 021: Marsh Valley				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Downey Elementary School	Elementary School	N/A	State	Approved
Inkom Elementary School	Elementary School	N/A	State	Approved with Merit 2
Lava Elementary School	Elementary School	N/A	State	Approved
Marsh Valley High School	High School	SIP	Northwest	Approved
Marsh Valley Middle School	Middle/Jr. High	SIP	State	Approved
Mountain View Elementary School	Elementary School	N/A	State	Approved

District 025: Pocatello				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Bonneville Elementary School	Elementary School	N/A	State	Approved
Century Senior High School	High School	SIP	<i>Northwest</i>	Approved with Merit 2
Chubbuck Elementary School	Elementary School	N/A	State	Approved
Claude A. Wilcox Elementary	Elementary School	N/A	State	Approved
Edahow Elementary School	Elementary School	N/A	State	Approved
Franklin Junior High School	Middle/Jr. High	SIP	Northwest	Approved
Gate City Elementary School	Elementary School	N/A	State	Approved
Greenacres Elementary School	Elementary School	N/A	State	Approved
Hawthorne Junior High School	Middle/Jr. High	SIP	State	Approved
Highland Senior High School	High School	SIP	Northwest	Approved
Indian Hills Elementary School	Elementary School	N/A	State	Approved
Irving Junior High School	Middle/Jr. High	SIP	Northwest	Approved
Jefferson Elementary School	Elementary School	N/A	State	Approved
Lewis & Clark Elementary School	Elementary School	N/A	State	Approved with Merit 2
Pocatello Community Charter	Elementary School	N/A	State	Approved
Pocatello Senior High School	High School	SIP	Northwest	Approved
Rulon M. Ellis Elementary School	Elementary School	N/A	State	Approved
Syringa Elementary School	Elementary School	N/A	State	Approved
Tendoy Elementary School	Elementary School	N/A	State	Approved
Tyhee Elementary School	Elementary School	N/A	State	Approved

District 025: Pocatello				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Washington Elementary School	Elementary School	N/A	State	Approved

District 033: Bear Lake County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
A. J. Winters Elementary School	Elementary School	SASI	State	Approved
Bear Lake High School	High School	SIP	Northwest	Approved
Bear Lake Middle School	Middle/Jr. High	SIP	State	Approved
Geneva Elementary School	Elementary School	N/A	State	Approved
Georgetown Elementary School	Elementary School	N/A	State	Approved
Paris Elementary School	Elementary School	N/A	State	Approved

District 041: St. Maries				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Heyburn Elementary School	Elementary School	SASI	State	Approved
St. Maries High School	High School	SIP	Northwest	Approved
St. Maries Middle School	Middle/Jr. High	SIP	Northwest	Approved
UpRiver Elementary/Junior High	Elementary School	SASI	State	Approved

District 044: Plummer-Worley				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Lakeside Elementary School	Elementary School	N/A	State	Approved
Lakeside High School	High School	SIP	Northwest	Approved
Lakeside Middle School	Middle/Jr. High	SIP	State	Approved

District 052: Snake River				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Idaho Leadership Academy	High School	SIP	State	Approved
Moreland Elementary School	Elementary School	N/A	State	Approved
Riverside Elementary School	Elementary School	N/A	State	Approved
Rockford Elementary School	Elementary School	N/A	State	Approved
Snake River High School	High School	SIP	Northwest	Approved
Snake River Junior High School	Middle/Jr. High	SIP	State	Approved
Snake River Middle School	Elementary School	N/A	State	Approved

District 055: Blackfoot				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Blackfoot Charter Community	Elementary School	N/A	State	Approved
Blackfoot High School	High School	SIP	Northwest	Approved
Blackfoot Sixth Grade School	Elementary School	N/A	State	Approved
Donald D. Stalker Elementary	Elementary School	SASI	State	Approved
Fort Hall Elementary School	Elementary School	SASI	State	Approved
Groveland Elementary School	Elementary School	SASI	State	Approved
I.T Stoddard Elementary School	Elementary School	SASI	State	Approved
Irving Kindergarten Center	Elementary School	SASI	State	Approved
Mountain View Middle School	Middle/Jr. High	SIP	Northwest	Approved
Ridge Crest Elementary School	Elementary School	SASI	State	Approved
Wapello Elementary School	Elementary School	SASI	State	Approved

District 058: Aberdeen				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Aberdeen Elementary/Middle	Elementary School	N/A	State	Approved
Aberdeen High School	High School	SIP	Northwest	Approved

District 059: Firth				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
A. W. Johnson Elementary School	Elementary School	SASI	State	Approved
Firth High School	High School	SIP	Northwest	Approved
Firth Middle School	Middle/Jr. High	SIP	State	Approved

District 060: Shelley				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Dean Goodsell Primary School	Elementary School	SASI	State	Approved
Donald J. Hobbs Middle School	Middle/Jr. High	SIP	State	Approved
Hazel T Stuart Elementary School	Elementary School	N/A	State	Approved
Shelley Senior High School	High School	SIP	Northwest	Approved

District 061: Blaine County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Bellevue Elementary School	Elementary School	N/A	State	Approved
Carey Public School	K-12 School		Northwest	Approved
Ernest Hemingway Elementary	Elementary School	N/A	State	Approved with Merit 1
Hailey Elementary School	Elementary School	N/A	State	Approved
Wood River High School	High School	SIP	Northwest	Approved with Exemplary 3
Wood River Middle School	Middle/Jr. High	SIP	Northwest	Approved with Exemplary 2

District 071: Garden Valley				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Garden Valley Public School	K-12 School		Northwest	Approved

District 072: Basin				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating

Basin Elementary School	Elementary School		State	Approved
Idaho City Jr.-Sr. High School	High School	SIP	Northwest	Approved

District 073: Horseshoe Bend				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Horseshoe Bend Elementary School	Elementary School	N/A	State	Approved
Horseshoe Bend Middle/High School	High School	SIP	Northwest <i>3rd Year Candidate</i>	Approved

District 083: West Bonner County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Idaho Hill Elementary School	Elementary School	SASI	State	Approved
Priest Lake Elementary School	Elementary School	SASI	State	Approved
Priest River Elementary School	Elementary School	N/A	State	Approved
Priest River Junior High School	Middle/Jr. High	SIP	State	Approved
Priest River Lamanna High School	High School	SIP	Northwest	Approved

District 084: Lake Pend Oreille School				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Clark Fork Junior/Senior High	High School	SIP	Northwest	Approved
Farmin-Stidwell Elementary School	Elementary School	N/A	State	Approved
Hope Elementary School	Elementary School	N/A	State	Approved
Kootenai Elementary School	Elementary School	N/A	State	Approved
Northside Elementary School	Elementary School	N/A	State	Approved
Sagle Elementary School	Elementary School	N/A	State	Approved
Sandpoint Charter School	Middle/Jr. High	SIP	State	Approved
Sandpoint High School	High School	SIP	Northwest	Approved
Sandpoint Middle School	Middle/Jr. High	SIP	State	Approved
Southside Elementary School	Elementary School	N/A	State	Approved
Washington Elementary School	Elementary School	N/A	State	Approved

District 091: Idaho Falls				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
A.H. Bush Elementary School	Elementary School	SASI	State	Approved
Clair E. Gale Junior High School	Middle/Jr. High	SIP	State	Approved
Dora Erickson Elementary School	Elementary School	SASI	State	Approved
Eagle Rock Junior High School	Middle/Jr. High	SIP	State	Approved
Edgemont Gardens Elementary	Elementary School	SASI	State	Approved
Emerson Elementary School	Elementary School	SASI	State	Approved
Ethel Boyes Elementary School	Elementary School	SASI	State	Approved
Fox Hollow Elementary School	Elementary School	SASI	State	Approved
Hawthorne Elementary School	Elementary School	SASI	State	Approved
Idaho Falls Senior High School	High School	SIP	Northwest	Approved
Linden Park Elementary School	Elementary School	SASI	State	Approved
Longfellow Elementary School	Elementary School	SASI	State	Approved
Osgood Elementary School	Elementary School	SASI	State	Approved
Skyline Senior High School	High School	SIP	Northwest	Approved
Sunnyside Elementary School	Elementary School	SASI	State	Approved with Merit 1
Taylorview Junior High School	Middle/Jr. High	SIP	State	Approved
Temple View Elementary School	Elementary School	SASI	State	Approved

District 091: Idaho Falls				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Theresa Bunker Elementary School	Elementary School	SASI	State	Approved
Westside Elementary School	Elementary School	SASI	State	Approved

District 092: Swan Valley				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Swan Valley Elementary School	Elementary School	N/A	State	Approved

District 093: Bonneville Joint				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Ammon Elementary School	Elementary School	N/A	State	Approved
Bonneville High School	High School	SIP	Northwest	Approved
Cloverdale Elementary School	Elementary School	N/A	State	Approved
Fairview Elementary School	Elementary School	N/A	State	Approved
Falls Valley Elementary School	Elementary School	N/A	State	Approved
Hillcrest High School	High School	SIP	Northwest	Approved
Hillview Elementary School	Elementary School	N/A	State	Approved
Iona Elementary School	Elementary School	N/A	State	Approved
Lincoln Alternative High School	High School	SIP	State	Approved
Rocky Mountain Middle School	Middle/Jr. High	SIP	State	Approved
			Northwest	
Sandcreek Middle School	Middle/Jr. High	SIP	<i>1st Year Candidate</i>	Approved
Tiebreaker Elementary School	Elementary School	N/A	State	Approved
Ucon Elementary School	Elementary School	N/A	State	Approved

District 101: Boundary County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
			Northwest	
Bonnors Ferry High School	High School	SIP	<i>1st Year Candidate</i>	Approved
Boundary County Junior High	Middle/Jr. High	SIP	State	Approved
Evergreen Elementary School	Elementary School	N/A	State	Approved
Mount Hall Elementary School	Elementary School	N/A	State	Approved
Naples Elementary School	Elementary School	N/A	State	Approved
Valley View Elementary School	Elementary School	N/A	State	Approved

District 111: Butte County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Arco Elementary School	Elementary School	SIP	Northwest	Approved
Butte County High School	High School	SIP	Northwest	Approved
Butte County Middle School	Middle/Jr. High	SIP	Northwest	Approved
Howe Elementary School	Elementary School	SIP	Northwest	Approved
Idaho Virtual Academy	Elementary School	SASI	State	Approved

District 121: Camas County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Camas County Elem./Jr. High	Elementary School	SASI	State	Approved with Warning
Camas County High School	High School	SIP	Northwest	Approved

District 131: Nampa				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Centennial Elementary School	Elementary School	SASI	State	Approved
Central Elementary School	Elementary School	SASI	State	Approved
Franklin D. Roosevelt Elementary	Elementary School	SASI	State	Approved
Greenhurst Elementary School	Elementary School	SASI	State	Approved
Iowa Elementary School	Elementary School	SASI	State	Approved
Lincoln Elementary School	Elementary School	SASI	State	Approved
Nampa Charter School	K-12 School	SIP	Northwest <i>1st Year Candidate</i>	Approved
Nampa Senior High School	High School	SIP	Northwest	Approved
Owyhee Elementary School	Elementary School	SASI	State	Approved
Parkridge Elementary School	Elementary School	SASI	State	Approved
Ridgecrest Alternative High School	Special Purpose	SIP	Northwest	Approved
Ronald Reagan Elementary	Elementary School	N/A	State	Approved
Roosevelt Elementary	Elementary School	SASI	State	Approved
Sherman Elementary School	Elementary School	SASI	State	Approved
Skyview High School	High School	SIP	Northwest	Approved
Snake River Learning Academy	Elementary School	N/A	State	Approved
South Middle School	Middle/Jr. High	SIP	State	Approved
Sunny Ridge Elementary School	Elementary School	N/A	State	Approved
West Middle School	Middle/Jr. High	SIP	State	Approved

District 132: Caldwell				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Caldwell Senior High School	High School	SIP	Northwest	Approved
Jefferson Junior High School	Middle/Jr. High	SIP	State	Approved
Lincoln Elementary School	Elementary School	N/A	State	Approved
Sacajawea Elementary School	Elementary School	N/A	State	Approved
Syringa Middle School	Middle/Jr. High	SIP	State	Approved
Van Buren Elementary School	Elementary School	SASI	State	Approved
Washington Elementary School	Elementary School	N/A	State	Approved
Woodrow Wilson Elementary	Elementary School	N/A	State	Approved

District 133: Wilder				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating

Holmes Elementary School	Elementary School	SIP	Northwest	Approved
Wilder Middle/High School	High School		Northwest	Approved

District 134: Middleton School				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Middleton Heights Elementary	Elementary School	N/A	State	Approved
Middleton High School	High School	SIP	Northwest	Approved
Middleton Middle School	Middle/Jr. High	SIP	State	Approved
Mill Creek Primary School	Elementary School	N/A	State	Approved

District 135: Notus				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Notus Elementary School	Elementary School	N/A	State	Approved
Notus Junior/Senior High School	High School	SIP	Northwest <i>1st Year Candidate</i>	Approved

District 136: Melba				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Melba Elementary School	Elementary School	N/A	State	Approved
Melba High School	High School	SIP	Northwest	Approved
Melba Middle School	Middle/Jr. High	SIP	State	Approved

District 137: Parma				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Maxine Johnson Elementary School	Elementary School	SASI	State	Approved
Parma High School	High School	SIP	Northwest	Approved
Parma Middle School	Middle/Jr. High	SIP	State	Approved

District 139: Vallivue				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Birch Elementary School	Elementary School	N/A	State	Approved
Central Canyon Elementary School	Elementary School	N/A	State	Approved
East Canyon Elementary School	Elementary School	SASI	State	Approved
Vallivue High School	High School	SIP	Northwest	Approved with Exemplary 3
Vallivue Middle School	Middle/Jr. High	SIP	State	Approved
West Canyon Elementary School	Elementary School	N/A	State	Approved

District 148: Grace				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Grace Elementary School	Elementary School	N/A	State	Approved
Grace Junior-Senior High School	High School	SIP	Northwest	Approved
Thatcher Elementary School	Elementary School	N/A	State	Approved

District 149: North Gem				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
North Gem Public School	K-12 School	SIP	Northwest	Approved

District 150: Soda Springs				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Grays Lake Elementary School	Elementary School	AAP	State	Approved
Hooper Avenue Intermediate	Elementary School	N/A	State	Approved
Howard E. Thirkill Primary School	Elementary School	SASI	State	Approved with Merit 1
Soda Springs High School	High School	SIP	Northwest	Approved
Tigert Middle School	Middle/Jr. High	SIP	State	Approved

District 151: Cassia				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Albion Elementary School	Elementary School	N/A	State	Approved
Almo Elementary School	Elementary School	N/A	State	Approved
Burley Junior High School	Middle/Jr. High	SIP	Northwest	Approved
Burley Senior High School	High School	SIP	Northwest	Approved
Cassia Education Center	High School	SIP	State	Approved
Declo Elementary School	Elementary School	N/A	State	Approved
Declo Junior High School	Middle/Jr. High	SIP	Northwest	Approved
Declo Senior High School	High School	SIP	Northwest	Approved with Merit 1/Exemplary 3
Dworshak Elementary School	Elementary School	N/A	State	Approved
Mountain View Elementary School	Elementary School	SASI	State	Approved
Newcomer Center	Elementary School	N/A	State	Approved
Oakley Elementary School	Elementary School	N/A	State	Approved
Oakley Junior/Senior High School	High School	SIP	Northwest	Approved
Raft River Elementary School	Elementary School	N/A	State	Approved
Raft River Junior-Senior High	High School	SIP	Northwest	Approved
White Pine Elementary School	Elementary School	N/A	State	Approved

District 161: Clark County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Clark County Public School	K-12 School	SIP	Northwest	Approved

District 171: Orofino				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Cavendish-Teakean Elementary	Elementary School	N/A	State	Approved
Orofino Elementary School	Elementary School	N/A	State	Approved
Orofino High School	High School	SIP	Northwest	Approved with Merit 1
Orofino Junior High School	Middle/Jr. High	SIP	State	Approved
Peck Elementary School	Elementary School	N/A	State	Approved
Pierce Elementary School	Elementary School	N/A	State	Approved
Timberline Junior/Senior High School	High School	SIP	Northwest	Approved
Weippe Elementary School	Elementary School	N/A	State	Approved

District 181: Challis				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Challis Elementary School	Elementary School	N/A	State	Approved
Challis Middle School	Middle/Jr. High	SIP	State	Approved
Challis Senior High School	High School	SIP	Northwest	Approved
Clayton Elementary School	Elementary School	N/A	State	Approved
Patterson Elementary School	Elementary School	N/A	State	Approved
Stanley Elementary/Junior High	Elementary School	N/A	State	Approved

District 182: Mackay				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Mackay Elementary School	Elementary School		State	Approved
Mackay Junior/Senior High School	High School	SIP	Northwest <i>2nd Year Candidate</i>	Approved

District 191: Prairie				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Prairie Elem./Jr. High School	Elementary School	SASI	State	Approved

District 192: Glenns Ferry				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Glenns Ferry Elementary School	Elementary School	SASI	State	Approved
Glenns Ferry High School	High School	SIP	Northwest	Approved
Glenns Ferry Middle School	Middle/Jr. High	SIP	State	Approved

District 193: Mountain Home				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
East Elementary School	Elementary School	N/A	State	Approved
Hacker Middle School	Middle/Jr. High		Northwest	Approved
Idaho Virtual High School	High School	SIP	Northwest <i>1st Year Candidate</i>	Approved
Liberty Elementary School	Elementary School	N/A	State	Approved
Mountain Home Junior High	Middle/Jr. High	SIP	Northwest	Approved
Mountain Home Senior High	High School	SIP	Northwest	Approved
Mtn. Home AFB Primary School	Elementary School	N/A	State	Approved
North Elementary School	Elementary School	N/A	State	Approved
Pine Elementary/Jr High School	Elementary School	N/A	State	Approved
Richard McKenna Alternative High School	Special Purpose	SIP	Northwest <i>3rd Year Candidate</i>	Approved
West Elementary School	Elementary School	N/A	State	Approved

District 201: Preston				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Oakwood Elementary School	Elementary School	N/A	State	Approved
Pioneer Elementary School	Elementary School	N/A	State	Approved
Preston High School	High School	SIP	Northwest	Approved with Merit 1/ Exemplary 3
Preston Junior High School	Middle/Jr. High	SIP	State	Approved

District 202: West Side				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Harold B. Lee Elementary School	Elementary School	SASI	State	Approved
Harold B. Lee Middle School	Middle/Jr. High	SIP	State	Approved
West Side Senior High School	High School	SIP	Northwest	Approved

District 215: Fremont County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Ashton Elementary School	Elementary School	N/A	State	Approved
Central Elementary School	Elementary School	N/A	State	Approved
Lincoln Elementary School	Elementary School	N/A	State	Approved
North Fremont Junior/Senior High	High School	SIP	Northwest	Advised
Parker-Egin Elementary School	Elementary School	N/A	State	Approved
South Fremont High School	High School	SIP	Northwest	Approved
South Fremont Junior High School	Middle/Jr. High	SIP	State	Approved
Teton Elementary	Elementary School	N/A	State	Approved

District 221: Emmett				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Butte View Elementary School	Elementary School	N/A	State	Approved
Emmett High School	High School	SIP	Northwest	Approved
Emmett Junior High School	Middle/Jr. High	SIP	State	Approved
Kenneth Carberry Intermediate	Elementary School	N/A	State	Approved
Ola Elementary/Junior High	Elementary School	N/A	State	Approved with Warning
Shadow Butte Elementary School	Elementary School	N/A	State	Approved
Sweet-Montour Elem./Jr. High	Elementary School	N/A	State	Approved

District 231: Gooding				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Gooding Elementary School	Elementary School	N/A	State	Approved
Gooding High School	High School	SIP	Northwest	Approved
Gooding Middle School	Middle/Jr. High	SIP	State	Approved

District 232: Wendell				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Wendell Elementary School	Elementary School	N/A	State	Approved
Wendell High School	High School	SIP	Northwest	Approved
Wendell Middle School	Middle/Jr. High	SIP	State	Approved

District 233: Hagerman				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Hagerman School	K-12 School	SIP	Northwest	Approved

District 234: Bliss				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Bliss Public School	K-12 School	SIP	Northwest	Approved

District 241: Grangeville				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Clearwater Valley Elem./Jr. High	Elementary School	N/A	State	Approved
Clearwater Valley High School	High School	SIP	State	Approved
Elk City Elementary/Junior High	Elementary School	N/A	State	Approved
Grangeville Elementary/Middle	Elementary School	N/A	State	Approved
Grangeville High School	High School	SIP	State	Approved
Riggins Elementary School	Elementary School	N/A	State	Approved
Salmon River Junior/Senior High	High School	SIP	State	Approved
Whitebird Primary School	Elementary School	N/A	State	Approved

District 242: Cottonwood				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Prairie Elementary School	Elementary School	N/A	State	Approved
Prairie High School	High School	SIP	Northwest	Approved
Prairie Middle School	Middle/Jr. High	SIP	State	Approved

District 251: Jefferson County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Harwood Elementary School	Elementary School	N/A	State	Approved
Jefferson Elementary School	Elementary School	SASI	State	Approved
Midway Elementary School	Elementary School	N/A	State	Approved
Midway Middle School	Middle/Jr. High	SIP	State	Approved
Rigby Junior High School	Middle/Jr. High	SIP	State	Approved
Rigby Senior High School	High School	SIP	Northwest	Approved
Roberts Elementary School	Elementary School	SASI	State	Approved

District 252: Ririe				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Ririe Elementary School	Elementary School	N/A	State	Approved
Ririe Middle School	Middle/Jr. High	SIP	State	Approved
Ririe Senior High School	High School	SIP	Northwest	Approved

District 253: West Jefferson				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Hamer Elementary School	Elementary School	N/A	State	Approved
Terreton Elem./Jr. High School	Elementary School	SASI	State	Approved
West Jefferson High School	High School	SIP	Northwest	Approved

District 261: Jerome				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Central Elementary School	Elementary School	N/A	State	Approved
Horizon Elementary School	Elementary School	SASI	State	Approved
Jefferson Elementary School	Elementary School	AAP	State	Approved
Jerome High School	High School	SIP	Northwest	Approved with Exemplary 3
Jerome Middle School	Middle/Jr. High	SIP	State	Approved

District 262: Valley				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Valley Public School	K-12 School	SIP	Northwest	Approved

District 271: Coeur d'Alene				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Borah Elementary School	Elementary School	N/A	State	Approved
Bryan Elementary School	Elementary School	N/A	State	Approved
Canfield Middle School	Middle/Jr. High	SIP	Northwest	Approved with Merit 1
Coeur d'Alene Charter Academy	High School	SIP	State	Approved with Merit 1
Coeur d'Alene High School	High School	SIP	Northwest	Approved
Dalton Gardens Elementary School	Elementary School	N/A	State	Approved
Fernan Elementary School	Elementary School	SASI	State	Approved
Hayden Lake Elementary School	Elementary School	N/A	State	Approved
Hayden Meadows Elementary	Elementary School	N/A	State	Approved
Lake City High School	High School	SIP	Northwest	Approved with Merit 1
Lakes Middle School	Middle/Jr. High	SIP	Northwest	Approved
Ramsey Elementary School	Elementary School	N/A	State	Approved
Skyway Elementary School	Elementary School	N/A	State	Approved
Sorensen Elementary School	Elementary School	N/A	State	Approved
Winton Elementary School	Elementary School	N/A	State	Approved
Woodland Middle School	Middle/Jr. High	SIP	Northwest	Approved

District 272: Lakeland				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Athol Elementary School	Elementary School	SASI	State	Approved with Merit 1
Betty Kiefer Elementary School	Elementary School	SASI	State	Approved with Merit 1
Garwood Elementary School	Elementary School	SASI	State	Approved with Merit 1
John Brown Elementary School	Elementary School	SASI	State	Approved with Merit 2
Lakeland Junior High School	Middle/Jr. High	SIP	Northwest	Approved with Merit 1
Lakeland Senior High School	High School	SIP	Northwest	Approved with Merit 1
Spirit Lake Elementary School	Elementary School	SASI	State	Approved with Merit 1
Timberlake Junior/Senior High	High School	SIP	Northwest	Approved with Merit 1

District 273: Post Falls				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Frederick Post KinderCenter	Elementary School	SASI	State	Approved
Mullan Trail Elementary School	Elementary School	SASI	State	Approved
Ponderosa Elementary School	Elementary School	SASI	State	Approved with Merit 1
Post Falls High School	High School	SIP	Northwest	Approved with Merit 1
Post Falls Middle School	Middle/Jr. High	SIP	Northwest	Approved
Prairie View Elementary School	Elementary School	SASI	State	Approved
Seltice Elementary School	Elementary School	SASI	State	Approved

District 274: Kootenai				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Harrison Elementary School	Elementary School	N/A	State	Approved
Kootenai Junior/Senior High	High School	SIP	Northwest	Approved

District 281: Moscow				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
A.B. McDonald Elementary School	Elementary School	SIP	Northwest <i>1st Year Candidate</i>	Approved
J. Russell Elementary School	Elementary School	SIP	Northwest <i>1st Year Candidate</i>	Approved
Lena Whitmore Elementary School	Elementary School	SIP	Northwest <i>1st Year Candidate</i>	Approved
Moscow Charter School	Elementary School	SASI	State	Approved
Moscow Junior High School	Middle/Jr. High	SIP	Northwest	Approved
Moscow Senior High School	High School	SIP	Northwest	Approved
Renaissance Charter School	K-12 School	SIP	State	Approved
West Park Elementary School	Elementary School	SIP	Northwest <i>1st Year Candidate</i>	Approved

District 282: Genesee				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Genesee Public School	K-12 School	SIP	Northwest	Approved with Merit 1

District 283: Kendrick				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Juliaetta Elementary School	Elementary School	N/A	State	Approved
Kendrick Junior/Senior High	High School	SIP	Northwest	Approved

District 285: Potlatch				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Potlatch Elementary School	Elementary School	SASI	State	Approved
Potlatch Junior/Senior High School	High School	SIP	Northwest	Approved

District 287: Troy				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Troy Elementary School	Elementary School	AAP	State	Approved
Troy Junior-Senior High School	High School	SIP	Northwest	Approved

District 288: Whitepine				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Bovill Elementary School	Elementary School	SASI	State	Approved
Deary Public School	K-12 School	SIP	Northwest	Approved

District 291: Salmon				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Brooklyn Intermediate School	Elementary School	SIP	Northwest	Approved
Salmon High School	High School	SIP	Northwest	Approved
Salmon Middle School	Middle/Jr. High	SIP	Northwest	Approved
Salmon Pioneer Primary School	Elementary School	N/A	State	Approved

District 292: South Lemhi				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Leadore Public School	K-12 School	SIP	State	Approved
Tendoy Elementary School	Elementary School	N/A	State	Approved

District 302: Nezperce				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Nezperce Elementary School	Elementary School	N/A	State	Approved
Nezperce Junior/Senior High	High School	SIP	State	Approved

District 304: Kamiah				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Kamiah Elementary School	Elementary School		State	Approved
Kamiah Middle School	Middle/Jr. High	SIP	Northwest	Approved
Kamiah Senior High School	High School	SIP	Northwest	Approved

District 305: Highland				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Highland Public School	K-12 School	SIP	Northwest	Approved

District 312: Shoshone				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Shoshone Elementary School	Elementary School	SASI	State	Approved
Shoshone Junior High School	Middle/Jr. High	SIP	Northwest 3 RD Year Candidate	Approved
Shoshone Senior High School	High School	SIP	Northwest	Approved

District 314: Dietrich				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Dietrich Public School	K-12 School	SIP	Northwest	Approved

District 316: Richfield				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Richfield Public School	K-12 School	SIP	Northwest	Approved

District 321: Madison				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Adams Elementary School	Elementary School	SASI	State	Approved
Archer Elementary School	Elementary School	SASI	State	Approved

Burton Elementary School	Elementary School	N/A	State	Approved
Hibbard Elementary School	Elementary School	N/A	State	Approved
Kennedy Elementary School	Elementary School	SASI	State	Approved
Lincoln Elementary School	Elementary School	N/A	State	Approved
Madison Junior High School	Middle/Jr. High	SIP	State	Approved
Madison Middle School	Middle/Jr. High	SIP	Northwest	Approved
Madison Senior High School	High School	SIP	Northwest	Approved with Exemplary 3
Union-Lyman Elementary School	Elementary School	SASI	State	Approved

District 322: Sugar-Salem				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Central Elementary School	Elementary School	SASI	State	Approved
Kershaw Intermediate School	Elementary School	N/A	State	Approved
Sugar-Salem High School	High School	SIP	Northwest	Approved
Sugar-Salem Junior High School	Middle/Jr. High	SIP	State	Approved

District 331: Minidoka County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Acequia Elementary School	Elementary School	N/A	State	Approved
Big Valley Elementary School	Elementary School	N/A	State	Approved
East Minico Junior High School	Middle/Jr. High	SIP	State	Approved
Heyburn Elementary School	Elementary School	N/A	State	Approved
Memorial Elementary School	Elementary School	N/A	State	Approved
Minico Senior High School	High School	SIP	Northwest	Approved
Paul Elementary School	Elementary School	N/A	State	Approved
West Minico Junior High School	Middle/Jr. High	SIP	State	Approved

District 340: Lewiston				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Camelot Elementary School	Elementary School	N/A	State	Approved
Centennial Elementary School	Elementary School	N/A	State	Approved
Jenifer Junior High School	Middle/Jr. High	SIP	Northwest	Approved with Merit 2
Lewiston Senior High School	High School	SIP	Northwest	Approved
McGhee Elementary School	Elementary School	N/A	State	Approved
McSorley Elementary School	Elementary School	N/A	State	Approved
Orchards Elementary School	Elementary School	N/A	State	Approved
Sacajawea Junior High School	Middle/Jr. High	SIP	Northwest	Approved
Webster Elementary School	Elementary School	N/A	State	Approved
Whitman Elementary School	Elementary School	N/A	State	Approved

District 341: Lapwai				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Lapwai Elementary School	Elementary School	N/A	State	Approved
Lapwai Junior/Senior High	High School	SIP	Northwest	Approved

District 342: Culdesac				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Culdesac Public School	K-12 School	SIP	Northwest	Approved

District 351: Oneida County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Malad Elementary School	Elementary School	SASI	State	Approved
Malad Middle School	Middle/Jr. High	SIP	State	Approved
Malad Senior High School	High School	SIP	Northwest	Approved
Stone Elementary School	Elementary School	SASI	State	Approved

District 363: Marsing				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Marsing Elementary School	Elementary School	SIP	Northwest	Approved
Marsing High School	High School	SIP	Northwest	Approved with Merit 1
Marsing Middle School	Middle/Jr. High	SIP	Northwest	Approved

District 364: Pleasant Valley				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Pleasant Valley Elementary	Elementary School	N/A	State	Approved

District 365: Bruneau – Grand View				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Bruneau Elementary School	Elementary School	N/A	State	Approved
Grand View Elementary School	Elementary School	N/A	State	Approved
Rimrock Junior/Senior High	High School	SIP	Northwest	Approved

District 370: Homedale				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Centerpoint Alternative High School	Special Purpose	SIP	Northwest	Approved
Homedale Elementary School	Elementary School	N/A	State	Approved
Homedale High School	High School	SIP	Northwest	Approved
Homedale Middle School	Middle/Jr. High	SIP	State	Approved

District 371: Payette				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
McCain Middle School	Middle/Jr. High Level	SIP	State	Approved
Payette High School	High School	SIP	Northwest	Approved
Payette Primary School	Elementary School	N/A	State	Approved
Westside Elementary School	Elementary School	SASI	State	Approved

District 372: New Plymouth				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
New Plymouth Elementary	Elementary School	N/A	State	Approved
New Plymouth High School	High School	SIP	Northwest	Approved
New Plymouth Middle School	Middle/Jr. High	SIP	Northwest	Approved

District 373: Fruitland				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Fruitland Elementary School	Elementary School	SASI	State	Approved
Fruitland High School	High School	SIP	Northwest	Approved
Fruitland Middle School	Middle/Jr. High n	SIP	Northwest	Approved

District 381: American Falls				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
A. F. Intermediate	Elementary School	SASI	State	Approved
American Falls High School	High School	SIP	Northwest	Approved with Exemplary 2
Hillcrest Elementary School	Elementary School	SASI	State	Approved with Merit 1
William Thomas Middle	Middle/Jr. High	SIP	Northwest	Approved with Merit 1 /Exemplary 3

District 382: Rockland				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Rockland Public School	K-12 School	SIP	State	Approved

District 383: Arbon				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Arbon Elementary School	Elementary School	N/A	State	Approved

District 391: Kellogg				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Canyon Elementary School	Elementary School	AAP	State	Approved
Kellogg High School	High School	SIP	Northwest	Approved
Kellogg Middle School	Middle/Jr. High	SIP	Northwest	Approved with Merit 1 /Exemplary 3
Pinehurst Elementary School	Elementary School	SASI	State	Approved
Sunnyside Elementary School	Elementary School	SASI	State	Approved with Merit 1

District 392: Mullan				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
John Mullan Elementary	Elementary School	N/A	State	Approved

District 392: Mullan				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Mullan Junior/Senior High	High School	SIP	Northwest	Approved

District 393: Wallace				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Silver Hills Elementary	Elementary School	N/A	State	Approved
Silver Valley Youth Works	High School	N/A	State	Approved with Warning
Wallace Junior/Senior High	High School	SIP	Northwest	Approved with Merit 1

District 394: Avery				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Avery Elementary/Junior High	Elementary School	N/A	State	Approved
Calder Elementary/Junior High	Elementary School	N/A	State	Approved

District 401: Teton County				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Driggs Elementary School	Elementary School	SIP	Northwest	Approved
Teton High School	High School	SIP	Northwest	Approved
Teton Middle School	Middle/Jr. High	SIP	Northwest	Approved
Tetonia Elementary School	Elementary School	SIP	Northwest	Approved
Victor Elementary School	Elementary School	SIP	Northwest	Approved

District 411: Twin Falls				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Bickel Elementary School	Elementary School	SASI	State	Approved
Harrison Elementary School	Elementary School	SASI	State	Approved
I.B. Perrine Elementary School	Elementary School	SASI	State	Approved
Lincoln Elementary School	Elementary School	SASI	State	Approved
Morningside Elementary	Elementary School	SASI	State	Approved
Oregon Trail Elementary	Elementary School	SASI	State	Approved
Robert Stuart Junior High	Middle/Jr. High	SIP	Northwest	Approved
Sawtooth Elementary School	Elementary School	SASI	State	Approved
Twin Falls Senior High School	High School	SIP	Northwest	Approved
Vera C. O'Leary Junior High	Middle/Jr. High	SIP	Northwest	Approved with Exemplary 3

District 412: Buhl				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Buhl High School	High School	SIP	Northwest	Approved
Buhl Middle School	Middle/Jr. High	SIP	State	Approved
Popplewell Elementary School	Elementary School	SASI	State	Approved

District 413: Filer				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Filer Elementary School	Elementary School	N/A	State	Approved
Filer High School	High School	SIP	Northwest	Approved
Filer Middle School	Middle/Jr. High	SIP	State	Approved
Hollister Elementary School	Elementary School	N/A	State	Approved

District 414: Kimberly				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Kimberly Elementary School	Elementary School	SASI	State	Approved
Kimberly High School	High School	SIP	Northwest	Approved
Kimberly Middle School	Middle/Jr. High	SIP	Northwest	Approved

District 415: Hansen				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Hansen Elementary School	Elementary School	N/A	State	Approved
Hansen Junior/Senior High	High School	SIP	Northwest	Approved

District 416: Three Creek				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Three Creek School	Elementary School	N/A	State	Approved

District 417: Castleford				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Castleford Public School	K-12 School	SIP	Northwest	Approved

District 418: Murtaugh				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Murtaugh Elementary School	Elementary School	N/A	State	Approved
Murtaugh High School	High School	SIP	State	Approved
Murtaugh Middle School	Middle/Jr. High	SIP	State	Approved

District 421: McCall - Donnelly				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Donnelly Elementary School	Elementary School	N/A	State	Approved
McCall Elementary School	Elementary School	N/A	State	Approved
McCall-Donnelly High School	High School	SIP	Northwest	Approved
Payette Lakes Middle School	Middle/Jr. High	SIP	State	Approved

District 422: Cascade				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Cascade Public School	K-12 School	SIP	Northwest	Approved with Merit 2

District 431: Weiser				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating

Park Intermediate School	Elementary School	SASI	State	Approved
Pioneer Elementary School	Elementary School	SASI	State	Approved
Weiser High School	High School	SIP	Northwest	Approved
Weiser Middle School	Middle/Jr. High	SIP	Northwest	Approved

District 432: Cambridge				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Cambridge Elementary School	Elementary School	N/A	State	Approved
Cambridge Jr/Sr High School	High School	SIP	Northwest	Approved

District 433: Midvale				
School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating
Midvale Public School	K-12 School	SIP	Northwest	Approved

ACCREDITATION LISTING OF ALL NON-PUBLIC SCHOOLS

School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating	State Approved for Special Education
Bishop Kelly High School	High School	SIP	Northwest	Approved with Merit 2	
CEDU Schools	Special Purpose School	SIP	Northwest	Approved	
Centennial Job Corps	Special Purpose School	SIP	Northwest	Advised	
Coeur d'Alene Tribal School	Elementary School	N/A	State	Approved	
Elk Mountain Academy	Special Purpose School	SIP	Northwest	Approved	
Franciscan Cre-Act School	Elementary School	SASI	State	Approved	
Glacier Mountain Academy	Special Purpose School		Northwest	Warned	
Grace Lutheran School	Elementary School	AAP	State	Approved with Merit 1	
Greenleaf Friends Academy	K-12 School	SIP	Northwest	Approved	
Holy Family Catholic School	Elementary School	N/A	State	Approved	
Holy Rosary School	Elementary School	SASI	State	Approved	
Hope Christian Academy	Special Purpose School	SIP	Northwest	Approved	
Hope Lutheran School	Elementary School	AAP	State	Approved	
Idaho Digital Learning Academy	Distance Education	SIP	Northwest	Approved	
Idaho School for the Deaf and Blind	K-12 School	SIP	Northwest	Approved	
Immanuel Lutheran School	Elementary School	N/A	State	Approved	
Intermountain Hospital	Special Purpose School	SIP	Northwest	Approved	YES
Juniper Hills- Lewiston	Special Purpose	SIP	Northwest <i>1st Year Candidate</i>	Approved	
Juniper Hills- Nampa	Special Purpose	SIP	Northwest <i>1st Year Candidate</i>	Approved	
Juniper Hills- St. Anthony	Special Purpose	SIP	Northwest	Approved	
Kootenai Academy	Special Purpose School		Northwest	Approved	
Maranatha Christian School	K-12 School		Northwest	Approved	
Nampa Christian School	K-12 School	SIP	Northwest	Approved	
New Horizon School (West Valley Medical Center)	Special Purpose School	SIP	Northwest	Approved	
Noah's Ark Learning Center	Elementary School	N/A	State	Approved	
North Fork School	Supplemental Education School	SIP	Northwest <i>2nd Year Candidate</i>	Approved	
Northwest Children's Home Education Center	Special Purpose School	SIP	Northwest	Approved	YES
Post Falls Christian Academy	K-12 School	SIP	Northwest <i>1st Year Candidate</i>	Approved	
Project Y.E.S. (Anchor House-Idaho Youth Ranch)	Special Purpose School	SIP	Northwest	Approved	YES

School Name	School Type	School Plan	Accrediting Institution	Accreditation Rating	State Approved for Special Education
Riverstone Community School	K-12 School	SIP	Northwest <i>2nd Year Candidate</i>	Approved	
Robert Janss School	Special Purpose	SIP	Northwest	Approved	
Sacred Heart School	Elementary School	SASI	State	Approved	
Saint Joseph Seminary, Rathdrum	High School	SIP	State	Approved	
Saint Paul's School, Nampa	Elementary School	SASI	State	Approved	
Sheridan Academy	Special Purpose School	SIP	Northwest	Advised	
Shoshone-Bannock Jr./Sr. High	High School	SIP	Northwest	Approved	
St. Anthony's School	Elementary School	SASI	State	Approved	
St. Edward's School	Elementary School	N/A	State	Approved	
St. Joseph's School	Elementary School	SASI	State	Approved	
St. Mark's School	Elementary School	SASI	State	Approved	
St. Mary's Catholic, Moscow	Elementary School	AAP	State	Approved with Merit 1	
St. Mary's Catholic, Boise	Elementary School	AAP	State	Approved	
St. Nicholas School	Elementary School	SASI	State	Approved	
St. Stanislaus Tri-Parish School	Elementary School	SASI	State	Approved with Merit 1	
St's Peter and Paul School	Elementary School	N/A	State	Approved	
Summit Academy	K-12 School	SIP	State	Approved with Warning	
Sylvan Learning Center #2000	Supplemental Education		Northwest	Approved	
Sylvan Learning Center #2001	Supplemental Education		Northwest	Approved	
The Children's Village School	Special Purpose School		Northwest	Approved	
Three Springs School	Special Purpose		Northwest <i>1st Year Candidate</i>	Approved	
Wisdom Ranch School	Special Purpose		Northwest <i>1st Year Candidate</i>	Approved	
Zion Lutheran School	Elementary School	AAP	State	Approved	

F. ELEMENTARY ACCREDITATION COMMITTEE 2002-2003				
Region	Member	Term	Member	Term
1	Steve Rasor, Principal Spirit Lake Elementary PO Box 189 Spirit Lake, ID 83869 Phone: 623-2501 Fax: 623-5175	1999-2003	Steve Shepperd, Principal Sunnyside Elementary 790 Bunker Avenue Kellogg, Idaho 83837 Phone: 784-1249 Fax: 784-1240	1999-2003
2	Steve Kottkey, Principal (retired) 1011 Richardson Lewiston, Idaho 83501 Phone: 743-0124	2000-2004	Loren Gilson, Principal Juliaetta Elementary 305 Fourth Street Juliaetta, Idaho 83535 Phone: 276-3422 Fax: 276-3424	2002-2006
3	Sheryl Harris, Elem. Ed. Director Meridian School District 911 Meridian Street Meridian, Idaho 83642 Phone: 888-6701 Fax: 888-6700	2001-2005	Linda Larson, Principal Butte View Elementary 400 South Pine Street Emmett, Idaho 83617 Phone: 365-4691 Fax: 398-8282	2001-2005
4	Gordon Armstrong (retired) 1083 Plain View Drive Twin Falls, Idaho 83301 Phone: 734-1839	1999-2003	Greg Lowe, Principal White Pine Elementary 1900 Hiland Avenue Burley, Idaho 83318 Phone: 878-6632 Fax: 878-6635	2002-2006
5	Wayne Morris (retired) 55 East Merrill Road McCammon, Idaho 83250 Phone: 254-3160	2002-2006	Marjean Waford, Principal Bonneville Elementary School 320 N 8 th Avenue Pocatello, ID 83201 Phone: 232-2872 Fax: 232-0385	1999-2003
6	Kay Moor, Principal Sunnyside Elementary School 165 Cobblestone Lane Idaho Falls, Idaho 83402 Phone: 524-7880 Fax: 524-7881	2002-2006	William “Ted” Berrett, Principal Madison Middle School 575 West Seven South Rexburg, ID 83440 Phone: 359-3320 Fax: 359-3348	2002-2006
Private/ Parochial Schools	Bob Sobotta, Director Catholic Diocese 303 Federal Way Boise, Idaho 83705 Phone: 342-1311 Fax: 342-0224	2002-2006	Business Community VACANT	2002-2006
Idaho Parent Teacher Assoc.	Julie Van Orden 425 South 1100 West Pingree, Idaho 83262 Phone: 684-4052 Fax: 684-5105	1999-2003		
Ex-Officio Representatives				
IEA	Jennifer Foncesbeck, 11919 West Mesquite Drive, Boise, Idaho 83713 Phone: 658-8526 (h), 888-7171 (w) Fax: 888-7279 SUBSTITUTE 02-03: Kari Reher, Meridian Elementary, 888-7101, reherk@meridianschools.org			2001-2005
ISSA	John Garner, Supt., Kimberly School Dist. PO Box 615 Kimberly, Idaho 83341 Phone: 423-4170 ext 3310 Fax 423-6155			2001-2005
IAESP	Kay Jones, Principal, Hillcrest Elementary, 1045 Bennett St., American Falls, Idaho 83211, Phone: 226-2391 Fax 226-2677			2001-2005
FOUR (4) YEAR TERM: TERM EXPIRES JUNE 30				

G.

State of Idaho State/Northwest Advisory Accreditation Committee December 2002

<u>Member</u>	<u>Term</u>	<u>Member</u>	<u>Term</u>
Ken Tams , Principal St. Maries Middle School 1315 Jefferson Ave. St. Maries, ID 83861 Phone: 245-3495 Fax: 245-0506 Email: ktam@sd41.k12.id.us	Region I 07-01-02 – 06-30-05	Reid Straabe , Superintendent Wallace District #393 401 River St. Wallace, ID 83873 Phone: 753-4515 Fax: 753-4151 Email: rstraabe@sd393.k12.id.us	Region I 07-01-00 – 06-30-04
Brad Malm , Principal Troy Junior-Senior High School PO Box 280 Troy, ID 83871 Phone: 835-2361 Fax: 835-2441 Email: bmalm@sd286.k12.id.us	Region II 07-01-02 – 06-30-05	Bob Donaldson , Principal Jenifer Junior High School 1213 16th St. Lewiston, ID 83501 Phone: 748-3300 Fax: 748-3349 Email:	Region II 07-01-00 – 06-30-03
Bill McKenzie , Principal Wilder Middle/High School 210 A Ave E Wilder, ID 83676 Phone: 482-6229 Fax: 482-7421 Email: bmckenzi@sd133.k12.id.us	Region III 07-01-99 – 06-30-04	Rich Bauscher , Superintendent Middleton School District #134 5 S 3rd Ave W Middleton, ID 83644 Phone: 585-3027 Fax: 585-3028 Email: rbauscher@msd134.org	Region III 07-01-00 – 06-30-03
Steve Copmann , Principal Burley Jr High School 700 W 16th St Burley, ID 83318 Phone: 878-6613 Fax: 878-6624 Email: copsteve@sd151.k12.id.us	Region IV 07-01-02 – 06-30-05	Joe Hendrickson , Principal Shoshone High School 61 E Hwy 24 Shoshone, ID 83352 Phone: 886-2381 Fax: 886-2742 Email: joe.hendrickson@shoshone.k12.id.us,	Region IV 07-01-02 – 06-30-05
Barbara Croshaw , Principal Preston High School 151 E 2nd S Preston, ID 83263 Phone: 852-0280 Fax: 852-3976 Email: croshaw@preston.k12.id.us	Region V 07-01-00 – 06-30-03	Lance Kress , Principal American Falls High School 2966 Frontage Rd. American Falls, ID 83211 Phone: 226-2531 Fax: 226-5853 Email: lancek@sd381.k12.id.us	Region V 07-01-99 – 06-30-04
Rich Woodfin , Principal Blackfoot High School 870 S Fisher Ave. Blackfoot, ID 83221 Phone: 785-8810 Fax: 785-2329 Email: woodr@D55.k12.id.us	Region VI 07-01-02 – 06-30-05	Ron Perrenoud , Superintendent Ririe Joint District PO Box 508 Ririe, ID 83443 Phone: 538-7482 Fax: 538-7363	Region VI 01-20-00 – 06-30-03
Marcia Pearson , Timber Ridge Prep School 301 Timber Ridge Clark Fork, ID 83811 Phone: 266-1465 Fax: 266-1384 Email: timberridgeprep@imbris.com	Special Purpose Schools 10-21-99 – 06-30-04	Art McIntosh , 3639 Shady Lane Lewiston, ID 83501 Phone: 746-0361 Fax: Email: artm@valint.net	Idaho PTA 07-01-00 – 06-30-04
Curtis Boeder , Principal Nampa Christian School 439 W Orchard Ave. Nampa, ID 83651 Phone: 466-8451 Fax: 466-8452 Email: principal6to12@nctrojans.org	Non-public Secondary Schools 07-01-00 – 06-30-03	Rick Phillips , J.R. Simplot PO Box 912 Pocatello, ID 83204 Phone: 235-5685 Fax: 235-5699 Email: rphillips@simplot.com	ID Commissioner Commerce & Industry 12-5-03
Lane Hemming , Principal Madison High School 134 Madison Ave. Rexburg, ID 83440 Phone: 359-3305 Fax: 359-3346 Email: hemmingl@mail.d321.k12.id.us	ID Commissioner 12-5-02	Doug Bailey , Principal Burley High School No. 1 Bobcat Blvd Burley, ID 83318 Phone: 678-6606 Fax: 678-6647 Email: baidoug@sd151.k12.id.us	ID Commissioner 12-5-04
Pat Charlton , Principal Century Senior High School 7801 Diamondback Dr. Pocatello, ID 83204 Phone: 478-6863 Fax: 478-6870 Email: charltpa@d25.k12.id.us	ID Commissioner 12-5-03	Carolyn Mauer , Bureau Chief, Curriculum & Accountability- Idaho Department of Education Phone: 332-6945 Fax: 426-0104 Shannon Page , Coordinator, Accreditation and Elementary Services- Idaho Department of Education Phone: 332-6945 Fax: 334-2095	State Chair State Secretary

**Idaho's Annual State and Northwest Accreditation Report Form
2002-2003 School Year**

Report due by: October 15, 2002

School Name:		
Mailing Address:	City:	
Zip:	County:	
School Number (4 digit):	Building Number (3 digit):	
Telephone: (208)	Fax: (208)	
Building Administrator/Principal:		
Building Administrator/Principal Email Address:		
School Web Site:		
District Name:	District Number (3 digit):	Region Number (1 digit):
Superintendent or Building Administrator's Supervisor:		
Superintendent's or Building Administrator's Supervisor's Email Address:		
Telephone: (208)	Fax: (208)	
District Web Site:		

General Required Information

Student enrollment numbers (as of the last Friday of September) for grades covered in this report:

PRE-K:	K:	1st:	2nd:
3rd:	4th:	5th:	6th:
7th:	8th:	9th:	10th:
11th:	12th:	13th:	Ungraded:
TOTAL ENROLLMENT ON LAST ANNUAL REPORT		TOTAL ENROLLMENT THIS YEAR (Click the '=' to calculate)	

1. Check Appropriate School Category
2. Check Appropriate Accreditation Option
3. Check Appropriate Organizational School Pattern
4. Check the Improvement Plan That Applies To Your School

OVERVIEW

All accredited schools in Idaho are required to address the five state standards (I-V) and report to the State Department of Education. These standards, if properly addressed and followed, will enhance the educational future of all students in the state of Idaho. The "Thoroughness" legislation is a driving force from Idaho's patrons and constituents to lead educators to meet the desired goals and needs for our students.

All accredited Northwest member schools in Idaho will be held accountable to rigorous standards and a process of continuous improvement. Member schools, in addition to addressing the following five Idaho standards (I-V), must engage in ongoing improvement towards quality education using the School Improvement Plan, demonstrate progress towards individual school goals on a yearly cycle and meet the ten standards established by the Northwest Association of Schools, Colleges and Universities.

All **no** or **substandard** responses must include an explanation in the "No" response area or the "Comments and Explanation" box.

STATE STANDARD I *Philosophy/Mission and Vision and Policies*

STATE PRINCIPLE:

An effective school has a clearly written statement of philosophy, goals, and policies for directing its educational programs and processes, developed cooperatively by the administration, classroom teachers, departmental specialists, students, and patrons. This statement of philosophy and objectives must be aligned with and address the elements of the "Thoroughness" legislation. (Defined by Section 33-1612, Idaho Code, and referenced in the introduction of the Administrative Rules of the State Board of Education, Thoroughness Chapter.)

NORTHWEST STANDARD I *Educational Program*

NORTHWEST PRINCIPLE:

The educational program of an effective school is directed by a collaboratively developed, written statement of mission and beliefs. A school's instructional and organizational practices, as well as its policies and procedures support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

(Northwest member schools must show evidence of a defined program of studies that is consistent with the school's mission and beliefs and meets the requirements of the state.)

A. Philosophy and Objectives

1. The school has a written statement of one or more of the following: philosophy, mission, vision, or objectives.
2. A current copy of one or more of the following directional statements (school philosophy, mission, vision or objectives) has been submitted to the State Department of Education along with a signed Assurance Form.
3. Written statements of philosophy, mission, vision, or objectives are reviewed annually.
4. Philosophy, mission, vision, or objective statements (directional statements) address the following elements of thoroughness: (In addition to answering the following eight questions, the Elements of Thoroughness must be highlighted AND **numbered 1-8** on the printed copy of the Directional Statements that is submitted to the State Department of Education.)
 - 1) Safe learning environment
 - 2) Maintenance of classroom discipline
 - 3) Basic values
 - 4) Communication skills
 - 5) Basic curriculum
 - 6) Work force skills
 - 7) Current technology
 - 8) Responsible citizenship
5. Steps are taken to ensure broad public input in the development of philosophy, mission, vision, or objective statements and policies.
6. Philosophy, mission, vision, or objective statements are distributed among parents, students, and patrons.
7. Philosophy, mission, vision, or objective statements are included in school handbooks and policy manuals.
8. All school handbooks and policy manuals are accessible to students and staff, as well as to the public.

Comments and Explanations:

B. Administrative Policies and Practices

1. Written administrative policies and practices are developed by the school, or school district.
2. Administrative policies and practices are reviewed annually.

Comments and Explanations:

STATE STANDARD II ***Personnel and Certification***

STATE PRINCIPLE:

All educators of students will be certified as defined in the Uniformity Chapter of the Administrative Rules of the State Board of Education and in the Idaho Department of Education Certification Standards for Professional School Personnel manual.

NORTHWEST STANDARDS VII, VIII and IX
Preparation of Personnel, Administration and Teacher Load

NORTHWEST PRINCIPLE:

The quality of education is directly related to the personnel who guide and operate the educational programs. The education, experience, and competence of personnel are important factors. How these individuals work together to provide a cohesive and positive learning environment is also important. The basic responsibility for the administration of the school rests upon the principal or school director. The principal provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Student-to-teacher ratio is a crucial element in ensuring effective education. Standards that define adequate ratios are necessary to protect this principle. There are many desirable educational objectives that can only be achieved through close personal interaction between teachers and students. Class loads have a direct impact upon the achievement of these objectives.

(Northwest member schools must show evidence of meeting required full-time equivalency administrative staff and clerical staff that fits the enrollment and organizational pattern of the school and must also show evidence of meeting required student-to-professional staff ratio.)

A. Preparation of Professional Personnel

1. Properly certified and endorsed, or authorized, personnel are employed and assigned for all positions as outlined in the Idaho Department of Education Certification Standards for Professional School Personnel manual.
2. Student-teacher ratios are consistent with state ***recommended*** class size ratio goals. (Administrative Rule, IDAPA 08.02.02.110, of the State Board of Education states: "Districts should strive to achieve ratios consistent with state class size ratio goals." If your school has not yet reached the state class size ratio goals, provide information in the comment box below regarding current efforts being made by your district to reduce any class sizes that exceed these recommendations.)

State Recommended Goals	
Kindergarten, 1	20
Grades 2, 3	20
Grades 4, 5, 6	26
Middle School/Jr. High	160 teacher load
High School	160 teacher load
Alternative School (7-12)	18 average daily class load

(Examples: If a total of 54 kindergarten students are enrolled in two separate sessions with a certified teacher in each session then the ratio is 27:1 for kindergarten. Combination Classes – If one teacher instructs a 3-4 combination class of ten third-grade students and eight fourth-grade students, then the ratios would be 20:1 for third grade and 16:1 for fourth grade, since the calculation is based on .5 teacher for each grade.)

3. Policies and procedures for evaluation of certified personnel are developed and implemented.
4. Sufficient classified and support personnel are employed to meet the needs of the staff, students, and community.
5. Educational technology competencies are part of the professional development plan for certificated personnel.
6. Indicate the percentage of the school's certificated personnel who, as of October 15, hold a technology competency certificate.
7. Staff members are involved in the development and implementation of the professional development plan.

8. Adequate resources are made available to staff members in order to meet their professional development plan objectives.

9. Pupil services are available to meet the needs of students; i.e., counselor, school nurse, media generalist, social worker, school psychologist, physical and occupational therapist, and speech pathologist.

10. Procedures are implemented to ensure that all personnel are appropriately screened prior to employment.

11. Steps are taken to ensure that all personnel follow the Code of Ethics of the Professional Standards Commission and the Idaho State Board of Education.

B. Paraprofessional or Non-Professional Personnel

1. Policies and procedures for evaluation of non-certified personnel are developed and implemented.

Comments and Explanations:

STATE STANDARD III ***Curriculum/Instruction/School Improvement***

STATE PRINCIPLE:

Appropriate curriculum, instructional practices, and school improvement are necessary to meet the needs of all students. Standard III is defined in the "Thoroughness" Chapter, Administrative Rules of the State Board of Education, and in Idaho Code Chapter 16, and 33-118 through 119. Schools must develop and implement a written curriculum for each subject area meeting state standards as a minimum. Schools must report strategies to provide technical and vocational training to students.

NORTHWEST STANDARDS IV and X ***Library Media Program and Student Activities***

NORTHWEST PRINCIPLE:

The school library media program is a primary resource for literacy, information, and curriculum support. The school library media program, through the coordination efforts of a certified library media specialist, contributes to the achievement of the desired results for student learning by providing instruction, resources, and activities that enable students and staff to become effective, independent users of ideas and information for lifelong learning.

Effective education includes support activities that supplement the basic instructional program by providing additional interests and experiences for learning to take place.

(Northwest member schools must show evidence of meeting required library staffing and number of required volumes that fits the organizational pattern and enrollment of the school.)

A. Program of Studies

1. A defined program of study consistent with the school or district philosophy, mission, vision, or objectives is developed.

2. Local grade-level education standards are developed, using state standards as a minimum.

3. A written curriculum for each subject area is developed and implemented.

4. Comprehensive curricular materials, e.g., textbooks, software, Internet deliverables, are selected from those listed in the current Idaho Adoption Guide, or an approved waiver is on file with the State Department of Education. Non-public and charter schools are not exempt from this requirement. (If applicable, you must include a copy of the approved waiver with other required supporting documentation as listed on the Assurance Form.)

5. Effective education is demonstrated through the development of appropriate teacher/student ratios in determining class loads. (IDAPA 08.02.02)

6. A process is in place to identify and address individual needs, interests, and abilities of all students. (e.g., Gifted/Talented, Special Education, Migrant, LEP, Title I, etc.)

7. A method is developed and implemented to limit interruptions during instructional time.

8. A written School Improvement Plan that incorporates input from faculty, staff, and community is developed, includes goal statements properly aligned with the implementation plan, and identifies measures of success.

(N/A for Northwest member schools currently developing their School Improvement Plan with a State Assigned Facilitator)

a) The School Improvement Plan is currently being implemented.

9. The effectiveness of the school in accomplishing its mission as outlined in the School Improvement Plan is annually reviewed and assessed.

(N/A for Northwest member schools currently developing their School Improvement Plan with a State Assigned Facilitator)

10. Steps are taken to ensure all students have a Parent-Approved Student Learning Plan by the conclusion of grade eight. (N/A for K-6)

Comments and Explanations:

B. Technology in the Curriculum

1. A plan is developed for the integration of current technology into each subject area of the curriculum.

2. Current copies of the class schedule and course offerings have been sent to the State Department of Education. (N/A for K-6)

Comments and Explanations:

C. Required Instructional Time

1. Instructional time is adhered to as required per Section 33-512, Idaho Code.

Excluding transportation to and from school, lunch periods, passing times, and recess, schools **must schedule or exceed** the following instructional hours:

Kindergarten	<u>four hundred fifty (450) hours per year</u>
Grades one through three (1-3)	<u>eight hundred ten (810) hours per year</u>
Grades four through eight (4-8)	<u>nine hundred (900) hours per year</u>
Grades nine through twelve (9-12)	<u>nine hundred ninety (990) hours per year</u>

a) Kindergarten instructional hours **schedule or exceed 450 hours per year**.

Indicate the school's total instructional hours for kindergarten.

b) Grades one through three (1-3) instructional hours **schedule or exceed 810 hours per year**.

Indicate the school's total instructional hours for grades 1-3.

c) Grades four through eight (4-8) instructional hours **schedule or exceed 900 hours per year**.

Indicate the school's total instructional hours for grades 4-8.

d) Grades nine through twelve (9-12) instructional hours **schedule or exceed 990 hours per year**.

Indicate the school's total instructional hours for grades 9-12.

Comments and Explanations:

STATE STANDARD IV
Accountability/Assessments/Measures

STATE PRINCIPLE:

Schools will establish educational standards for all grade levels and develop school-exiting standards for graduation. All standards will be aligned with Idaho's Achievement Standards established by the State Board of Education.

Schools will participate in the statewide testing program and report their test results to district patrons as well as to the State Department of Education. (Testing is defined in the "Thoroughness" Chapter of the Administrative Rules of the State Board of Education.) Schools will report their graduation rates and develop a written plan to reduce their number of dropouts.

Schools will report student attendance. Schools will have in place an improvement plan that reflects how the school will remedy accreditation deficiencies, focusing primarily on student achievement. School effectiveness will be reported annually to district patrons as well as to the State Department of Education. Schools will report use of special allocation monies to meet thoroughness and school improvement.

NORTHWEST STANDARDS II, V AND VI
Student Personnel Services, Records and School Improvement

NORTHWEST PRINCIPLE:

Student personnel services are those services designed to give systematic assistance to students. An effective program of student personnel services facilitates the total development of each student. The maintenance, handling, and protection of student records are essential to the management of the school and are required in the interests of the students and parents.

The continual improvement of the educational program is essential in providing quality results. Innovative, exemplary, and experimental programs, coupled with teacher improvement programs and public participation in planning, are desirable factors that distinguish good schools. Successful improvement programs focus on the total school rather than each of the separate components within the school. Systematic analysis of data regarding student performance, coupled with an examination of the extent to which instructional and organizational practices within the school are aligned in support of student learning objectives and the mission of the school, are essential when developing a comprehensive School Improvement Process.

A. Accountability

1. Written core curricula aligned with Idaho's Achievement Standards are being developed and/or implemented.
2. Student attendance is reported.
3. Student achievement is clearly documented on school records.
4. The use of state and federal special allocation monies (enhancements) to meet thoroughness and school improvement is reported. (E.g., Title I, Special Education, Migrant, Safe & Drug Free Schools, Reading Improvement, etc.)
5. Written administrative policies are developed, interpreted, and communicated to staff, students, and patrons regarding:
 - a) Comprehensive and effective plan for evaluating student achievement
 - b) Grading
 - c) Attendance
 - d) Promotion/retention and/or graduation requirements
6. Evident misalignments among instructional and organizational practices and desired learner objectives are addressed.

Comments and Explanations:

B. Assessments

1. The school participates in required statewide testing programs and the results are reported to district patrons as well as to the State Department of Education.
2. Test data is considered when placing students.

Comments and Explanations:

C. Measures

1. a) Graduation rates are reported to the State Department of Education. (Applies to High School Graduation only.)
1. b) Written plans are developed for reducing the number of dropouts. (N/A for K-6)
2. Strategies are developed to remedy any accreditation deficiencies, focusing primarily on student achievement.
3. Student achievement is monitored using such multiple testing measures as teacher-made tests, student work samples, skill checklists, norm-referenced tests, criterion-referenced tests, and assigned student work.
4. Test data is used to improve students' performances and instructional programs, as well as to facilitate instructional improvements.

Comments and Explanations:

STATE STANDARD V ***Safe Learning Environment***

STATE PRINCIPLE:

Schools will provide a safe, nurturing, disciplined, and orderly learning environment and safe facilities as referenced in the "Uniformity" Chapter of the Administrative Rules of the State Board of Education. Each school will develop comprehensive district-wide policies and procedures that encompass the following: school climate; discipline; student health; violence prevention; gun-free schools; and substance abuse - tobacco, alcohol, and other drugs. ("Thoroughness" Chapter of the Administrative Rules of the State Board of Education.)

NORTHWEST STANDARD III ***School Plant and Equipment***

NORTHWEST PRINCIPLE:

The school plant, consisting of site, building, equipment, and services, is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of **ALL** persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility.

A. Administrative Policies and Practices

1. The educational mission of the district, regarding a safe learning environment, is supported.
2. Regulations governing school building, sanitation, sewage disposal, water supply, or other matters affecting public health are established.
3. Adequate space, equipment, and safety systems for all areas of the school building, grounds, and school-related activities are provided. (Comment on any problem area.)

Comments:

4. The Division of Building Safety has performed a recent facility inspection and a copy of the report (***dated no earlier than October 15th of last year***) has been submitted to the State Department of Education. (Non-public schools may submit their most current annual building safety inspection report in lieu of a

Facility/Safety Inspection Report completed by the Division of Building Safety. This safety inspection can be conducted by one of the following: fire marshal, city or county inspector, insurance risk manager, or a neutral party approved by the State Department of Education.)

Facility safety inspection reports older than twelve months must be accompanied by an explanation as to why inspection hasn't been performed during the last year, or in time for the reporting deadline.

5. A school safety team is created with representation from the school and community for development, implementation, and review of the safe learning environment.

6. Comprehensive policies and procedures, encompassing the following items, are developed, reviewed and implemented:

- a) School climate
- b) Discipline
- c) Violence prevention
- d) Gun-free schools
- e) Substance abuse
- f) Suicide prevention
- g) Student harassment
- h) Drug-free school zones
- i) Contagious or infectious diseases
- j) Building safety, including evacuation drills

7. School policies and procedures are clearly communicated, consistently enforced, and applied.

8. School staff is empowered to maintain discipline and supervision.

9. Basic values of honesty, self-discipline, unselfishness, respect for authority and the central importance of work are ensured.

10. Student assistance programs are provided to address the needs of all students.

11. Procedures for supervision and training of employees to ensure a positive school environment are developed and implemented.

Comments and Explanations:

ALTERNATIVE ACCREDITATION PLAN (AAP) MODEL

Provide evidence supporting the accreditation status of your school, which includes but is not limited to, self-study, school improvement plan, and school on-site reports.

In narrative format, identify how your school is meeting the intent of each of the Idaho standards.

SCHOOL ACCREDITATION SCHOOL IMPROVEMENT (SASI) MODEL

A. In narrative format, describe the progress made during the past year toward meeting desired results in student learning. Identify the achievement of the target goals for improvement and sustained commitment to continuous improvement. Respond on this form; do not indicate "See Attachments."

1. Developing School and Community Profile

2. Defining Philosophy, Mission, Vision, Objectives

3. Identifying Desired Results for Student Learning

4. Aligning the Organizational Structure of the School

5. Developing Long Range School Improvement Plan

SCHOOL IMPROVEMENT PLAN (SIP) MODEL

School is involved in a School Improvement Planning process, with a state assigned facilitator, for accreditation by the Northwest Association of Schools, Colleges and Universities.

School Improvement Planning (SIP) Schools Only

All schools accredited by the Northwest Association of Schools, Colleges and Universities must be in compliance with the standards of the Northwest Commission on Schools. In addition to compliance with Northwest Standards, all schools accredited by the Northwest Association of Schools, Colleges and Universities must complete a School Improvement Plan (SIP).

Please read the statement below and indicate compliance.

I have read all of the Standards of the Commission on Schools and my school is in compliance except as noted. The State Accreditation Committee may verify compliance at any time.

1. Exceptions:
2. District Superintendent has indicated compliance with Standards.
3. School Administrator/Principal has indicated compliance with Standards.

1. What year did your school begin developing the School Improvement Plan with a state assigned facilitator?

2. Check the areas of the SIP that have been achieved at this time:

a. School Profile- A comprehensive knowledge and description of what you know about your school. A process that describes the students and community you serve including the use of disaggregated data.

b. Beliefs/Mission- The school's directional statements that focus on the entire school program, represent the majority thinking and are comprehensive in terms of the academic, social and developmental needs of the students.

c. Desired Learner Results- Clear concise statements that describe measurable goals for student learning. In addition, performance indicators should be defined related to these goals.

d. Analysis of Current Practices-A process of in-depth analysis of the effectiveness of the school's instructional practices and organizational conditions in supporting students' achievement of the desired results for their learning. The purpose of this analysis is to identify the school's strengths and limitations and then to determine how the school can best build on its strengths and address the areas of limitation in the development of a school improvement plan.

e. Developing the Action Plan- The four previous steps (a-d) were designed to assist the school in developing the action plans for the School Improvement Plan (SIP). The alignment of the school improvement plan with these steps is critical to building a plan focused on improving student learning.

The Action Plan has clear objectives, research-based interventions, action steps to achieving the objectives, timelines, estimated resources, groups or individuals responsible for guiding or monitoring each of the action steps, and a means for evaluating the effectiveness of the action plan.

f. Implementation of Plan- Now that the SIP is developed it must be implemented. The purpose of the school improvement process is to improve student achievement, and to strengthen the instructional and organizational capacity of the school to support students' achievement of the desired results for their learning. To add value to student learning.

3. On-Site Visits from Response Team- please indicate when the visits occurred or when you anticipate them. Please give month and year.

1st Response Team visit

2nd Response Team Visit

1. When do you anticipate entering into the School Improvement Planning process with a state assigned facilitator?

**Merit School Recognition Application Form
2002-2003 School Year**

Provide a brief, concise narrative, addressing each of the five accreditation standards, describing the aspects of your school that exemplify a merit school. Relate each of the aspects to each standard in developing your narrative. Such aspects must significantly exceed each of the state accreditation standards. The following aspects, developed by the State Accreditation Committee, should be included in your narrative. Other aspects in addition to those listed may be considered.

STANDARD I - Philosophy/Mission and Vision and Policies - 10 points

- A. (1 point) The school has a copy of a clear and focused mission or another directional statement, i.e. philosophy, vision, or objectives.
- B. (1 point) The school's directional statements are present and reviewed annually.
- C. (2 points) The school's directional statements address the following elements of thoroughness:
 - 1. safe learning environment
 - 2. maintenance of classroom discipline
 - 3. basic values
 - 4. communication skills
 - 5. basic curriculum
 - 6. work force skills
 - 7. current technology
 - 8. responsible citizenship
- D. (1 point) Steps are taken to ensure broad input in the development of directional statements and policies.
- E. (1 point) Directional statements and policies are distributed among parents, students, and patrons.
- F. (1 point) Directional statements and policies are included in school handbooks and/or policy manuals.
- G. (1 point) School handbooks and policy manuals are available to students, staff, and patrons.
- H. (1 point) The school or school district develops written administrative policies and practices.
- I. (1 point) Administrative policies and practices are reviewed annually.

STANDARD II - Personnel and Certification - 15 points

- A. Evidence of low teacher/student ratios in all grade levels with further evidence of appropriate assistance where ratios exceed the following levels:
 - (1 point) Grades K-1 (23:1)
 - (1 point) Grades 2-3 (26:1)
 - (1 point) Grades 4-6 (28:1)
- B. (3 points) Grades 7-12 No more than 160 per day, based upon a five period, five day workweek.
- C. (3 points) Evidence of professional staff development plans and activities for staff are present.
- D. (3 points) Evidence of standard teacher certification as outlined in the Idaho Department of Education Certification Standards for Professional School Personnel Manual. Approved misassignments, letters of authorization and consultant specialist certificates **will not rule** out consideration for merit. Please explain and justify these areas for merit consideration.
- E. (3 points) Sufficient certified and classified support personnel and pupil services are made available.
- F. (3 points) District and/or building policies and procedures are in place for certified and classified personnel; i.e. hiring, evaluation, screening, etc.

STANDARD III - Curriculum/Instruction/School Improvement - 30 points

- A. (6 points) Describe the school's SIP and how it is driving learning.
- B. (6 points) Explain the opportunity students have to learn and the school's emphasis for time on task.
- C. (6 points) Teachers allocate a significant amount of classroom time to instruction in basic skills.
- D. (6 points) Describe the alignment of technology in the curriculum.
- E. (6 points) Describe how student needs are met i.e., Gifted & Talented, Migrant, LEP, Special Education, etc.

STANDARD IV - Accountability/Assessments/Measures - 25 points

- A. (2 points) Student attendance is reported.
 - B. (2 points) Student achievement is clearly documented on school records.
 - C. (2 points) Explain the use of state and federal special allocation monies (enhancements) to meet thoroughness and school improvement (Title I, Special Education, Migrant, Safe and Drug Free Schools, Gifted and Talented, Reading Improvement, etc.).
 - D. (4 points for elementary and 2 points for secondary) Written administrative policies are developed, interpreted and communicated to staff, students, and patrons regarding:
 - 1. a plan for evaluating student achievement
 - 2. grading
 - 3. attendance
 - 4. promotion/retention and/or graduation requirements
 - E. (2 points) Misalignments among instructional and organizational practices and desired learner objectives are addressed in the school's SIP.
 - F. (2 points) The school participates in required statewide testing programs, and the results are reported to district patrons as well as the SDE.
 - G. (2 points) Test data is considered when placing students.
 - H. (N/A for K-6 and 2 points for secondary) Graduation rates are reported to the SDE, and written plans are developed for reducing the number of dropouts.
 - I. (2 points) Strategies are developed and implemented to remedy any accreditation deficiencies focusing primarily on student achievement.
 - J. (2 points) Student achievement is monitored using such multiple testing measures as teacher-made tests, student work samples, skill check lists, norm referenced tests, criterion referenced tests, and assigned student work.
 - K. (5 points) Test data is used to improve student performances and instructional programs as well as to facilitate instructional improvement.
- Note: A school applying for merit consideration should be able to show test scores significantly above the state average or show a pattern of significant improvement in test results. In addition, high schools should demonstrate either high or improving graduation rates as well as low or improving retention rates.**

STANDARD V - Safe Learning Environment - 20 points

- A. (1 point) The educational mission of the district, regarding a safe learning environment, is supported.
 - B. (1 point) Regulations governing school buildings, sanitation, sewage disposal, water supply, or other matters affecting public health are established.
 - C. (1 point) Adequate space, equipment, and safety systems for all areas of the school building, grounds, and school-related activities are provided.
 - D. (1 point) A copy of the most current annual facility safety inspection report completed by the Division of Building Safety is on file with the Idaho State Department of Education.
 - E. (1 point) School safety and crisis intervention plans are developed, implemented and reviewed annually for a safe learning environment.
 - F. (10 points or 1 point each) Comprehensive district-wide policies and procedures, encompassing the following items are developed, reviewed and implemented.
 - 1. school climate
 - 2. discipline
 - 3. violence prevention
 - 4. gun-free schools
 - 5. substance abuse
 - 6. suicide prevention
 - 7. student harassment
 - 8. drug-free school zones
 - 9. contagious or infectious diseases
 - 10. building safety, including evacuation drills and lockdown procedures
 - G. (1 point) School policies and procedures are clearly communicated, consistently enforced and applied.
 - H. (1 point) School staff is empowered to maintain discipline and supervision.
 - I. (1 point) Idaho's model for safe and healthy schools, i.e., basic character and citizenship values of respect, resilience, responsibility and caring relationships, are emphasized.
 - J. (1 point) Student assistance programs are provided to address the needs of all students.
 - K. (1 point) Procedures for supervision and training of employees to ensure a positive school environment are developed and implemented.
- Note: A school applying for merit should have a safe physical facility.**

2nd Year Merit School Recognition
2002-2003 School Year

You have indicated that your school was awarded 1st Year Merit Recognition for 2001-2002, and that you wish to maintain 2nd Year Merit Recognition status for 2002-2003.

Please answer the following three questions to assure that your school meets 2nd year Merit Recognition criteria:

1. The school currently has zero deviation points.
2. The building's certified staff has less than 10% turnover rate.
3. There has been no change in administrative leadership at the building level.

**EXEMPLARY PROGRAM RECOGNITION
CRITERIA AND EVALUATION PROCESS
2002-2003 SCHOOL YEAR**

CRITERIA

Schools applying for exemplary program status must meet the following criteria in order to be considered for exemplary program recognition.

School must be a full member of the Northwest Association of Schools, Colleges and Universities (NASCU).

Schools must have a program that is exemplary and innovative. The program must meet or exceed Idaho Achievement Standards, as well as NASCU accreditation standards. The program shall be student-oriented.

Schools should have few, if any, deviation points on their annual accreditation report. The Committee may accept minor deviations from the accreditation standards.

Schools may submit a maximum of one exemplary program application per school year. Schools will be recognized for only one exemplary program at a time.

First year programs, including pilot programs, shall not be submitted and will not be considered for exemplary recognition.

Schools not maintaining an approved accreditation rating with minimum deviation points during the 2nd and 3rd year of recognition will lose exemplary program status.

The following are items that would eliminate a school from consideration.

1. Being on candidate member status with the NASCU.
2. Professional staff not meeting certification standards. (Teachers or administrators without proper Idaho teaching credentials.)
3. School not accredited the previous year.
4. Applying for recognition a second time for the exact same program.
5. Deviation point total produces an Advised or Warned accreditation rating.
6. Class overload.
7. Major deviations from accreditation standards in personnel, i.e., administration, teachers, media, counseling and clerical. Technological considerations may be made in lieu of classified personnel. These should be justified in a separate letter.

EVALUATION AND RECOGNITION PROCESS

After reviewing the exemplary program applications, the State/Northwest Advisory Accreditation Committee determines which schools meet the criteria. For those schools that meet the criteria, an on-site visit is scheduled and a review team is appointed. The review team calls the school administrator and sets a date for the onsite visit. Onsite visits occur in January or February.

After the onsite visit, the review team submits a written report and recommendation to the State/Northwest Advisory Accreditation Committee. The committee, after considering the written report and recommendation, determines whether a school receives exemplary program recognition.

Schools are notified, in writing, as to whether their program received recognition. Onsite team written reports are sent with the notification letter for the school to review.

Schools receiving program recognition are presented with a plaque during the Idaho Association of School Administrators summer conference.

Exemplary program recognition is granted for a three-year period.

**EXEMPLARY PROGRAM RECOGNITION
APPLICATION FORM
2002-2003 SCHOOL YEAR**

Describe your program in detail. Your description should include the following:

1. An explanation of why the program was developed. (What was the need?)
2. The goals and/or objectives of the program.
3. The specifics of program implementation. (Who, What, Where, When, How?)
4. An explanation of how program administrators collect, document and measure data to evaluate the measurable goals and/or objectives and the overall success of the program.
5. How program administrators know the program is successful. (Specific evidence of success.)

SUMMARY DEVIATION RECORD FORM

	2 Years Ago (2000-2001)	1 Year Ago (2001-2002)	Current Year (2002-2003)
Accreditation Rating			
Late Report Submission			
State Standard I Philosophy/Mission and Vision and Policies Northwest Standard I Educational Program			
State Standard II Personnel and Certification Northwest Standards VII, VIII and IX Preparation of Personnel, Administration and Teacher Load			
State Standard III Curriculum/Instruction/School Improvement Northwest Standards IV and X Library Media Program and Student Activities			
State Standard IV Accountability/Assessments/Measures Northwest Standards II, V and VI Student Personnel Services, Records and School Improvement			
State Standard V Safe Learning Environment Northwest Standards III School Plant and Equipment			
State Accreditation Committee Assigned Deviation Points			
Total			

C. SUBJECT:

Albertson College of Idaho Program Approval

BACKGROUND:

Albertson College of Idaho, as an Idaho teacher preparation institution, is required by State Board of Education rule to undergo an on-site review of its teacher preparation program every five years. The regularly scheduled on-site visit was conducted on October 26-30, 2002.

DISCUSSION:

A trained state team conducted the review on October 26-30, 2002. The team determined that all programs reviewed met minimum State Board-approved standards regarding the core principles. Several programs were recommended as meeting enhancement principles at the “target” level.

Each enhancement principle is evaluated for both content and performance. Several programs were recommended for conditional approval based on the findings that, although content standards were met, performance (assessment) standards were not met. As required in the program approval protocol, a focused on-site visit is required within two years for each conditionally approved program to determine if performance standards are being met.

The Professional Standards Commission reviewed the recommendation of the state team; reviewed the written rejoinder; heard a response from the Chair of the Department of Education at Albertson College of Idaho at the January 2-3, 2003, Commission meeting; substantiated the state report; and prepared an appropriate recommendation for State Board of Education consideration.

RECOMMENDATION:

The Professional Standards Commission recommends that the State Board of Education grant approval for all teacher preparation programs at Albertson College of Idaho with a follow-up, on-site visit within two years of the on-site visit completed on October 26-30, 2002, to assess conditionally approved programs.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the recommendation by the Professional Standards Commission to approve all teacher preparation programs at Albertson College of Idaho with a follow-up, on-site visit within two years of the on-site visit completed on October 26-30, 2002, to assess conditionally approved programs. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. Albertson College of Idaho State Team Report

TEAM REPORT

Professional Standards Commission

Idaho State Department of Education

Program Approval Evaluation

Albertson College of Idaho

**Caldwell, Idaho
October 26-30, 2002**

State Team

Dr. Jann Hill, Chair

Virginia Robinson

Keith Potter

**Stacy Jensen
Dr. Katherine Aiken**

State Observer

Dr. Mike Stefanic

**Bureau Chief
Certification/Professional Standards**

STATEMENT

from the

Professional Standards Commission

The state team report of the teacher preparation program on-site review conducted at Albertson College of Idaho on October 26-30, 2002, reflects the new standards for beginning teachers as approved by the State Board of Education effective July 1, 2001. This report was submitted to the Professional Standards Commission at its scheduled meeting on January 3, 2003. The Commission approved the report as presented by the state team.

The team approved the core standards and several subject area programs as “approved.” Other subject area programs, however, were “conditionally approved.” In each of the subject program areas, the content knowledge standards were approved, while the performance standards were not. It is important to note that evidence of performance was lacking primarily due to a lack of graduates.

While some of the conditionally approved programs did have graduates since the last on-site visit approximately 4.5 years ago, the standards at that time did not require evidence of performance. Under the new performance-based standards, however, the state team was required to consider performance of candidates. In some cases there were other “areas for improvement” listed but a primary reason for “conditional approval” rather than “full approval” was the lack of performance evidence due to lack of graduates.

Lyndon Harriman, Chair

TABLE OF CONTENTS

PROGRAM RECOMMENDATIONS	4
Recommendations Regarding the 1998 On-Site Program Approval Visit.....	5-6
Program Evaluation Summary.....	7-17
Core Standards	7-17
Principle 1	7-8
Principle 2	8-9
Principle 3	9
Principle 4	10
Principle 5	10-11
Principle 6	12
Principle 7	13
Principle 8	14-15
Principle 9	15-16
Principle 10	16-17
Recommended Action on Core Standards.....	17
Program Evaluation Summary.....	18-55
Enhancement Standards	18-55
Elementary Education	18-20
Foreign Language/Spanish.....	21-24
Language Arts	25-28
Mathematics	29-30
Physical Education.....	31-36
Science.....	37-41
Biology.....	42
Chemistry.....	43
Physics.....	44
Social Studies	45-47
History.....	48-49
Government and Civics	50
Visual/Performing Arts	51-55
Drama.....	56
Music	57-58
Art.....	59
Interviews.....	60-61
Sites Visited.....	61
Sources of Evidence	61

PROGRAM RECOMMENDATIONS

STANDARDS

FOR
INITIAL CERTIFICATION OF PROFESSIONAL SCHOOL PERSONNEL

<u>Program</u>	<u>Recommendation</u>
Core Teacher Standards	
Principle #1	Approved – Target 1.1
Principle #2	Approved
Principle #3	Approved
Principle #4	Approved
Principle #5	Approved
Principle #6	Approved
Principle #7	Approved
Principle #8	Approved
Principle #9	Approved – Target 9.1
Principle #10	Approved – Target 10.1
Elementary Education	Approved
Foreign Language/Spanish	Approved
Language Arts	Approved – Target 4.2
Mathematics	Approved Conditionally
Physical Education	Approved Conditionally
Science	Approved Conditionally
Science: Biology	Approved
Science: Chemistry	Approved Conditionally
Science: Physics	Approved Conditionally
Social Studies	Approved – Target 1.1
Social Studies: History	Approved – Target 1.1
Social Studies: Government and Civics	Approved
Visual and Performing Arts	Approved Conditionally
Visual and Performing Arts: Drama	Approved Conditionally
Visual and Performing Arts: Music	Approved Conditionally
Visual and Performing Arts: Art	Approved Conditionally

RECOMMENDATIONS

Regarding the
1998 STATE ON-SITE PROGRAM APPROVAL VISIT

Art

Standard V, competence in the knowledge of the influence of technology in the visual arts, is barely touched on in Art 240. Art students do not have access to technology on a regular basis.

Under the new Idaho Standards for Initial Certification of Professional School Personnel approved by the Idaho State Board of Education, this particular standard no longer exists for art teachers.

Standard VI, demonstrated competence in the knowledge of safe practices for studio work, needs to be addressed more specifically by professors in syllabi and class instruction.

This recommendation has not been addressed and continues to be an area of concern. See Standard #11 of the new Visual and Performing Arts Standards.

Elementary Education

The elementary education certification requirement in the area of content area methods of physical education and/or health is not met. Currently PE 151 Personal Fitness is used to satisfy the study of health, and PE 426 Methods of Teaching Elementary Physical Education meets only the requirement of physical education, not health.

During the internship year, interns take a class in PE and health methods and are involved in teaching all content areas. This recommendation has been addressed and satisfied.

English

Standard IE is partially satisfied with ENG 210. However, since the focus of the course changes almost every time it is taught, many students will not graduate with a comprehensive view of various social and cultural backgrounds.

The college has added a course in cultural diversity to the general education requirements. This recommendation has been addressed and satisfied.

Standard IIA is partially met. Creative writing is not taught in any of the required courses and can only be met if a student chooses a creative writing course as an elective.

Under the new Idaho Standards for Initial Certification of Professional School Personnel approved by the Idaho State Board of Education, this particular standard no longer exists for English teachers.

Standard IIIA is partially met. Adolescent literature is not addressed in any of the courses, and literature of minority groups of the United States may or may not be taught in ENG 210.

Adolescent literature is integrated into the teacher preparation program. Selected novels for adolescents are required reading in EDS 150 School and Popular Culture and in WTE 302 Literacy Development. This recommendation has been addressed and satisfied.

Mathematics

Standard VII is partially satisfied; the use of calculators needs to be integrated systematically into the instruction provided in the mathematics teaching major and minor.

Under the new Idaho Standards for Initial Certification of Professional School Personnel approved by the Idaho State Board of Education, this particular standard no longer exists for math teachers.

Music

Standard II was new and not addressed in the last visit. There is no clear evidence of demonstrated competence in non-western music.

Under the new Idaho Standards for Initial Certification of Professional School Personnel approved by the Idaho State Board of Education, this particular standard no longer exists for music teachers.

PROFESSIONAL STANDARDS COMMISSION
State Department of Education

Idaho Teacher Standards
Program Evaluation Summary
for
Core Standards

College/University: Albertson College of Idaho

Date of Visit: October 26-30, 2002

Program: Core Standards

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.1** All candidates are required to complete a 45-47 credit liberal arts education core that includes courses in composition, mathematics, culture and civilization, natural sciences, physical education, social sciences, literature, philosophy, religion, and fine arts. Candidates seeking elementary certification select any content area major offered by the college and are advised individually with regard to supplementary courses they should take to meet state certification requirements (i.e., U.S. History). Candidates seeking secondary certification must select one of the teaching majors: anthropology/sociology, art, biology, chemistry, English, history, mathematics, music, physics, physical education, political science, social studies teaching, Spanish or theater. In addition to coursework leading to a content area major, all candidates are required to complete a 30 credit sequence of certification coursework that supports three themes: critical and caring pedagogy, community of learners and constructivist learning. Finally, during their fifth year, candidates must complete a year-long certification internship. Content knowledge preparation is assessed through candidate portfolios, observations of teaching, and end-of-year surveys from candidates and cooperating teachers. Interviews with candidates, cooperating teachers, and college supervisors confirm that candidates are prepared in their content. Although not a requirement, most candidates take EDU205 Technology in the Classroom. All candidates are required to pass the Idaho Technology Performance Assessment.

- 1.2** Candidates demonstrate that they make the subject matter meaningful for students through lesson plans and student work samples included in their professional portfolios. Evidence of their ability to create learning experiences that are meaningful for students is further documented through intern observation forms that include a section on teaching performance and are filled out at least eight times during the internship year by the cooperating teacher and college supervisor. Year-end surveys collected from cooperating teachers and interns also address the candidate's ability to provide meaningful lessons. The surveys include questions such as, "The intern understands the content and the structure of the subject matter she/he teaches" and "The intern used a variety of strategies to elicit student's prior knowledge of a topic."

Technology skills are integrated throughout the curriculum. During their sophomore year, candidates learn to prepare PowerPoint presentations in WTE 202/221 Introduction to Teaching and Educational Psychology and to use spreadsheets in EDS 250 Researching Schools. During their junior year, candidates take EDS 350 Current Trends in Education, where they develop video editing skills, and EDS 300 History of Educational Reform, where they conduct research using Internet sources.

Principle #2: Knowledge of Human Development and Learning

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

Narrative:

- 2.1** Freshmen enroll in EDS 100 Self and Schooling, a course that facilitates candidates' exploration of their school experiences and their understanding of themselves as individuals and as future teachers. Sophomores take two courses during the winter term that provide a foundation of knowledge concerning human development and learning: WTE 202 Introduction to Teaching and WTE 221 Educational Psychology. As part of this class sequence, candidates participate in a field experience at Middleton Middle School, where they have an opportunity to teach a lesson and then reflect on their understanding of developmental stages as they relate to middle level learners. Seniors take SSE 440 Curriculum and Instruction. This course is designed to help candidates learn to apply principles of human development and learning when planning and assessing instruction. Students and college faculty report that course assignments require candidates to refine their understanding of the principles of human development through on-going reflection.

Candidates, when applying for admission to the teacher certification program, are required to include an artifact related to Standard #2 for review and discussion by members of the admission team.

- 2.2** Candidates demonstrate their ability to apply their knowledge of human development and learning during their field experiences, volunteer activities, and internships. Evidence of candidate performance is documented in the portfolios, in action research projects, on teaching observation forms and through end-of-year surveys where interns and cooperating teachers respond to questions such as, “Intern applies developmental learning principles in the classroom” and “Intern understands how developmental, personal, and environmental factors influence learning and incorporate those understandings in my teaching.”

Principle #3: Adapting Instruction for Individual Needs

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

Narrative:

- 3.1** The ACI program introduces the candidates early to the practice of teaching by having the candidates visit different school sites starting in his/her freshman year. During the sophomore through senior years, the candidate completes a winter term experience at Middleton Middle School and then at the Wilder Middle School. They work with classroom teachers to understand planning and instructions. EDS 450 is a class where the key components about diversity, individuality, learning styles, special needs and multicultural backgrounds are taught. Evaluations are accomplished by reviewing portfolios at the end of the sophomore year, when the candidate makes formal application to enter the certification program. The portfolios are reviewed at the end of each school year and at the end of the internship.
- 3.2** Cooperative teacher surveys are conducted, and the results of the yearly surveys indicate the candidates are knowledgeable and use that knowledge in the classroom. Interviews with cooperative and lead teachers verify what the surveys showed. The candidates in interviews also expressed the feeling that they are well prepared.

Principle #4: Multiple Instructional Strategies

Element	Unacceptable	Acceptable	Target
4.1 Understanding of		X	

Multiple Learning Strategies			
4.2 Application of Multiple Learning Strategies		X	

Narrative:

- 4.1** This area is addressed in each educational course by the way the professors model the use of multiple strategies in each course they teach. The ACI program introduces the candidates early to the practice of teaching by having the candidates visit different school sites starting in his/her freshman year. During the sophomore through senior years the candidate completes a winter term experience at Middleton Middle School and then at Wilder Middle School. The candidate works with classroom teachers to understand planning and instructions. EDS 440 Curriculum and Instruction's major purpose is to help the candidates develop instructional strategies. Evaluations are accomplished by reviewing portfolios at the end of the sophomore year when the candidate makes formal application to enter the certification program. The portfolios are reviewed at the end of each school year and at the end of the internship.
- 4.2** Cooperative teacher surveys are conducted, and the results of the yearly surveys indicate the candidates are knowledgeable and use that knowledge in the classroom. Interviews with cooperative and lead teachers verify what the surveys showed. The candidates also in interviews expressed the feeling that they are well prepared in this area.

Principle #5: Classroom Motivation and Management Skills

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

Narrative:

- 5.1** As the Albertson College Self Study Report correctly points out, classroom motivation and management skills are areas given considerable attention. This notion was certainly expressed in the Cooperating Teacher surveys as well. It was

apparent from the introductory presentation, discussions with teacher candidates, and an examination of the syllabi and candidate portfolios that attention is paid to this standard. Classroom management and motivation is a significant topic in EDS 200 Ethnographies and a course that sophomore candidates take. The course syllabus for Fall 2001 makes a direct reference to this standard. The class develops a rubric for student-led discussion and constructs interview questions. One of the candidate portfolios included an excellent paper on classroom management with a thoughtful discussion of the four different management styles examined in EDS 200—the Kounin model, the Dreikurs model, the Jones model and the Cantor model. The candidate’s reflection piece discussed utilizing these methods in the classroom setting.

As a portion of WTE 202 Introduction to Teaching and WTE 221 Educational Psychology, professionals from Middleton Middle School discuss various aspects of motivation and management. The syllabus for EDS 400 Philosophy of Education refers specifically to this standard.

- 5.2** EDS 440 Curriculum and Instruction provides an opportunity for candidates to apply their knowledge to the classroom setting. According to candidates, it is often the case that the field experience portion of this course will be in the same classroom where the candidate will intern the following year. The candidates model cooperative learning, problem-based instruction, classroom discussion, direct instruction, and other classroom techniques. Candidate experiences in this area and their reflections on them are readily apparent in the portfolios.

The evidence is not as clear in terms of actions taken to remediate intern difficulties in this area, although conversations with former and present interns indicated that the Albertson College faculty takes immediate steps to assist interns in this crucial area.

Areas of Improvement: Insufficient evidence is provided that candidates are able to demonstrate classroom motivation and management skills.

Principle #6: Communication Skills

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of		X	

Thinking and Communication Skills			
-----------------------------------	--	--	--

Narrative:

6.1 Students discuss a variety of communication techniques in WTE 302 Literacy Development and WTE 303 Literacy in the Content Areas. These courses form the junior year winter experience. These courses are closely linked and are team taught by an Albertson College faculty member and local public school teachers. The course syllabi require candidates to include a variety of the assignments in their portfolios. These include a unit plan, a study guide, vocabulary guide, two comprehensive lessons, and a content area writing assignment that includes a content analysis and all the necessary supporting materials. The syllabi for EDS 300 History of Educational Reform and EDS 400 specifically address this standard.

In addition, an examination of syllabi for courses in language arts and social sciences makes it evident that students at Albertson College complete general graduation requirements with a strong emphasis on reading and communication. The small class sizes allow for individual attention from faculty and provide the opportunity for revision of written work and the evaluation of a significant amount of written work. Several candidate portfolios include reflections on this writing and revision process.

6.2 The courses actually meet at the public school. Candidates work in small groups and the experience in the schools focuses on a topic—for example, “Ecology: Relationships Between Living Things and the Environment.” Candidate portfolios refer to this experience, include sample lessons, and teacher candidates reflect on the experience. Conversations with teacher candidates in a variety of settings certainly confirmed the fact that these candidates were articulate, were able to communicate well, and were informed professionals.

Principle #7: Instructional Planning Skills

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

Narrative:

7.1 The Albertson College of Idaho catalog contains a synopsis of class descriptions. Each content area briefly entails the projected learning for that class. Evidence is further enhanced with submitted syllabi from professors at this site. Completed education portfolios suggest evidence of planning, as seen with long-range and short-range goals for unit lessons. Faculty interviews confirmed inter-departmental collaboration for strengthening their own department's instructional planning for specific courses. Faculty interview also confirmed that students and interns create unit lesson plans, as guided by their cooperating teachers. These plans are assumed to be in alignment to not only district content but also curriculum goals. A classroom observation verified a professor asking student interns to review their school site's curriculum goals as they pertain to their lessons. An intern interview also confirmed that plans and preparation of one class is based upon his knowledge of a subject from another course taken at ACI. Two student surveys suggested further training in curriculum planning was needed.

7.2 Viewing surveys submitted by cooperating teachers suggest that student interns relate instructional planning with respect to student needs. The survey showed strengths in using different techniques when presenting lessons, such as cooperative learning, direct instruction, and inquiry-based learning. Interviews with cooperating teachers provided evidence that student interns "know" the community from which they live and create instructional planning to cater to the student and community needs.

Student portfolios showed evidence of student interns' ability to adapt and "switch gears" in the lesson as observed by his/her audience. Too, reflection pieces in portfolios showed evidence that interns were able to reflect, evaluate, and create possible alternatives to improve future lessons for better understanding.

Principle #8: Assessment of Student Learning

Element	Unacceptable	Acceptable	Target
---------	--------------	------------	--------

8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Narrative:

- 8.1** Student portfolios are evaluated for the first time upon completion of the sophomore winter term experience. Students are to reflect, evaluate, and finesse their portfolio by the end of the junior year. Prior to graduation, students submit the first version of their professional portfolio. With more reflection, evaluation, and finessing, the final product is to be completed during internship. Rubrics evaluating the sophomore portfolio further enhance students' evaluation of their work. Viewing portfolios in progress from sophomore to senior years shows a tremendous growth with portfolio choices and projects.

Interviews with faculty emphasize strong modeling of varied assessments, and examples of such assessments can be found in exhibits. Surveys submitted by cooperating teachers show a wide variance of accountability in student interns' understanding, constructing, and using formal and informal assessment tools. Student surveys "saw" themselves as having a good understanding of assessment, yet five surveys felt they could benefit from further training in assessment methods.

Observation of an instructor voiced importance of continual, ongoing assessment and evaluation within a classroom setting. Ideas were given to interns that assessment can be as informal as a private luncheon with three to four students, as much information can be gathered from conversations.

Classroom observation of student interns clearly shows evidence of varied assessment tools: observation, conversation, pencil/paper, and practical application. Interview with a student intern indicated that "assessment" was a weak component of the undergraduate program.

- 8.2** There is limited evidence to prove assessment information is being used to interpret program and reassess strategies.

Survey results from cooperating teachers revealed a wide variance in students knowing how to account for assessment and communicate results to teachers and parents. Some students viewed themselves as being above average in this area, while others reported a need for improvement.

Classroom observation of student interns as well as interviews with cooperating teachers confirms that interns demonstrate the ability to assess students, analyze data, and create strategies to further learning. One interview with cooperating teacher shows no evidence of student assessment.

Areas of Improvement: Candidates' ability to interpret and utilize assessment tools is not well documented.

Principle #9: Professional Commitment and Responsibility

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility As Reflective Practitioners			X
9.2 Developing in the Art and Science of Teaching		<u>X</u>	

Narrative:

9.1 After a careful review of the evidence, it becomes clear that this program provides numerous opportunities for its candidates to grow in their ability to become reflective practitioners. This process begins in the freshman year with the class Self and Schooling. The class syllabus indicated that assignments were reflective in nature. The reflective practices of the candidates are extended as they continue through the program, as candidates are constantly asked to reflect on their experiences and observation.

Candidates are required to reflect on each entry in their portfolios both in written form and during the interview/sharing process, which occurs three different times during their five-year program. Rubrics for portfolio evaluations at all three evaluations include in-depth criteria for reflection. To help with the final portfolio preparation and presentation, the intern handbook contains a list of reflective questions for the candidate to ask oneself, a section with directions on writing a reflective statement, as well as a sample reflective statement.

Interns are required to keep a personal journal as well as have a dialogue journal with their lead teacher. In examining completed portfolios as well as interviewing interns, it became evident that reflection is an integral part of the actual teaching process. Interns and lead teachers expressed how the journals and discussions were used extensively for the intern to reflect upon his/her practice. Interns also expressed how important they knew the reflective process to be in good teaching.

Candidates and interns demonstrate a commitment to their profession in a variety of ways. Two candidates had worked to form the first student chapter of the Idaho Education Association (IEA) at Albertson College of Idaho. One past intern who is now employed indicated that she is serving on her school's safety committee, Arbor Day committee, and leadership team. Also, four students were planning to attend a middle school conference with one of the education faculty members. In one syllabus reviewed, interns were encouraged to join appropriate professional organizations once they were working in the field.

- 9.2** The program provides evidence that teacher candidates have the ability to engage in purposeful mastery of the art and science of teaching. Through various observations and interviews the candidates' abilities as teachers clearly "shined through." Candidates were enthusiastic, well prepared, and obviously in a profession that they loved. This love was evident in all the observations the team made as well as during interviews with candidates, lead teachers and other school personnel. Surveys of candidates and interns provided by lead teachers also confirmed this with overall positive evaluations.

Principle #10: Partnerships

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships			X

Narrative:

- 10.1** Review of the evidence indicates that the program teaches candidates to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. The intern handbook offers specific guidelines for interns while working in the classes. These guidelines include information about assuming responsibility, attendance, professional dress, confidentiality, and attitude. The intern checklist for evaluators then has several questions regarding the interns' professionalism. Several times it was mentioned during the on-site visit that the interns become one of the faculty. This indicates that they are being treated like professionals because they know how to act like professionals. Prior to internship, candidates have many opportunities to be in classrooms observing, teaching lessons, and completing their volunteer hours. Observations by the team reveal that the students are dressed and act in a very professional manner even though specific reference to when this was discussed was not evident in any course syllabi.

Students are required in several classes to complete volunteer hours. According to interviews and portfolios, tutoring is provided for children who have been identified as needing extra help. Many portfolios discussed projects that extended to the area community. In one interview, a past intern discussed a project in which she was involved that included family reading nights. She would invite families to come back and read and create theme parties for motivation. She said she was very successful in getting the parents to participate in these events.

Recommended Action:

☒ X ☐

Approved

☐

Approved Conditionally

☐

Not Approved

PROFESSIONAL STANDARDS COMMISSION

State Department of Education

**Idaho Teacher Standards
Program Evaluation Summary
For
Enhancement Standards**

College/University: Albertson College of Idaho

Date of Visit: October 26-30, 2002

Program: Elementary Education

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter and Structure of the Discipline		<u>X</u>	
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.1** The program provides evidence that teacher candidates demonstrate adequate knowledge of elementary subject content. All students receive a liberal arts degree in a major other than education prior to their internship. This degree includes at least 124 credits of classes with requirements in all fields of study including language arts, mathematics, history and social sciences, science, philosophy, fine arts, and physical education. Candidates receive additional language arts training through the education department in WTE 302 Literacy Development and WTE 303 Literacy in the Content Areas. Elementary students are also encouraged to have a reading minor. According to ACI education graduate employment records, only one-third of the elementary education students actually complete a reading minor. One student interviewed said she had minored in bilingual education and she felt that those classes had prepared her very well for teaching beginning reading to young children and that was why she chose not to add a reading minor to her curriculum.

Through an analysis of class syllabi and through interviews, it quickly became apparent that candidates and interns were able to understand connections across the curriculum and to attain information and resources when necessary. Syllabi from

the several methods classes suggest that the candidates use the Curriculum Resource Center, public library, and Internet when planning their lessons. Course syllabi for methods classes also reflect connecting curriculum.

- 1.2** Review of portfolios as well as interviews provided evidence that candidates and interns are able to use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application, making learning experiences and subject matter meaningful to most students. One ACI graduate who is now a first year teacher was observed in the middle of teaching a unit on spiders. The classroom observation confirmed that she was able to successfully integrate spiders into reading, writing, mathematics, science, art, and physical education. It was also apparent that many of the resources had come from outside her classroom and school. She had borrowed a tarantula from a friend to visit her class for the week. Her classroom was full of activities used to make the subject matter meaningful to her students. Another intern who was observed working with a lead teacher demonstrated her ability to integrate reading, writing, art, handwriting, and science into her lesson. Again, outside resources were brought in to enhance the lesson. Syllabi from several methods classes and other classes suggest that the candidates use the Curriculum Resource Center, public library, and Internet when planning their lessons.

Principle #2: Knowledge of Human Development and Learning

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	

Narrative:

- 2.1** The program provides evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn. In WTE 202/221 Introduction to Teaching Educational Psychology, one of the major themes is understanding the learning process. According to the syllabi, the candidates have the opportunity to explore theories of human development and how learning occurs. In addition, they have the opportunity to observe and work in classrooms and reflect on their experiences. Each candidate is required to complete a portfolio with an entry providing evidence of his/her learning for Standard 2. This entry is a requirement for admission into the teacher preparation program. It is expected that the candidate will refine and revise this entry through the process of creating a final professional portfolio.
- End-of-year surveys ask a question regarding candidates' understanding of how developmental, personal, and environmental factors influence learning and incorporate those understandings in their teaching. Interns, cooperating teachers, and candidates at the sophomore/senior levels completed the surveys. There were a

variety of responses from all parties. A majority of the surveys, however, indicated candidates demonstrated a moderate understanding of human development.

The program provides evidence that the candidates understand that literacy and language development influence learning and instructional decisions. Candidates who are in the elementary education portion of the program take a reading and language arts methods class during their internship. The syllabus for this class, as well as an interview with the faculty member teaching the class, indicates a great amount of time is spent discussing literacy and language development. Interns are not only required to learn but to also apply their learning in their intern settings and then come back and report on it. A completed portfolio from a past intern had several examples of work that had been assigned during this class. Observations of both a past intern and a current intern during a language arts lesson provided further proof that the knowledge was being applied in the educational settings.

Recommended Action:

- ☒ Approved
- ☐ Approved Conditionally
- ☐ **Not Approved**

Program: **Foreign Language/Spanish**

Principle #1: **Knowledge of Subject Matter**

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.1** Classroom observations provided evidence that student interns demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures. Interviews with cooperating teachers substantiated such evidence. Surveys indicate cooperating teachers feel their interns were average and above in their command of subject matter. Students viewed themselves a little higher using the same survey. Faculty interview provided evidence that student interns demonstrate adequate understanding of the language standards, skills, and target cultures via foundations, methods, and theory and practice courses.
- 1.2** Observation of two foreign language classrooms provided evidence that interns were able to make subject matter meaningful for their students. Each had abilities to use the knowledge base to articulate the value of the language experience. Each was observed relating language to student interest - food and dating.

Principle #2: **Knowledge of Human Development and Learning**

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

Narrative:

- 2.1** MFL 446 allows students to demonstrate adequate understanding of a second language as students understand the relationships between language, thought, culture, and the nature of the cognitive and brain systems that relate to language learning, teaching, and use. Classroom observation provided evidence that student interns used this knowledge to plan accordingly. MFL 445 extends students' knowledge of second language acquisition theory and practice.

- 2.2** Interviews with cooperating teachers indicated that student interns use this knowledge and text materials as a resource to create authentic learning for the age group. This was confirmed when interviewing student inter, as plans were shown of how textbooks were used as a guide to create meaningful learning.

Principle #3: Adapting Instruction for Individual Needs

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

Narrative:

- 3.1** Classroom observation clarified a student intern's understanding of how students differ in their approaches to learning. The intern modeled exactly what was expected (a couple of times if necessary) to ensure understanding of all students. Observations also confirmed the intern's use of questioning strategies in both the native language as well as in English (if necessary) to ensure understanding.
- 3.2** Cooperating teachers confirmed advanced abilities of the student interns to create learning activities to grasp the significance of the culture, including using phone manners to call Germany; read, order, and dining out in cultural restaurants; and role playing scenarios of dating and ordinary items seen in a store. Classroom observations confirmed a few of the above activities.

Principle #4: Multiple Instructional Strategies

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

Narrative:

- 4.1** Faculty interviews confirmed that students were trained and able to demonstrate the use of authentic materials to teach through their methods courses and continually use these strategies throughout their day. Classroom observations showed clear

evidence that student interns did indeed demonstrate the use and adaptations of authentic learning materials for foreign language instruction.

- 4.2** Faculty interviews indicated strong evidence of ongoing use and adaptation of materials to best fit the needs of the class. A student intern shared examples of how he used the text as a guide to develop lessons for greater engaged learning. Classroom observation indicated the ability of the student intern being able to correlate student experiences with the task at hand.

Principle #8: Assessment of Student Learning

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Narrative:

- 8.1** Classroom observation clearly showed evidence of continual ongoing assessments. Informal assessment was witnessed throughout observation as intern questioned, observed role-play, conversed, and replied to student's interactions. Daily quizzes are administered at the end of each class lesson to check for understanding.
- 8.2** Student intern just finished presenting a quiz to evaluate, reflect, and possibly re-teach. If students do not meet the 80 percent mastery requirement, student intern creates a quick "warm-up" lesson for the next day to reinforce the skills missed from previous day's quiz. During role-playing segments, the intern is there to confirm and assist in pronunciation. Interns were observed to actively participate in the role-playing when necessary. Cooperating teacher interviews also confirmed that what was observed was not atypical for the day. Intern interview explained how assessment is taken one step further within the understanding of the language to further enhance learning.

Principle #10: Partnerships

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in		X	

Partnerships			
10.2 Utilization of Community Resources		X	

Narrative:

- 10.1** An interview with a cooperating teacher indicated that the student intern continually emphasizes the importance of foreign language career opportunities as the intern expressed her aspirations to teach abroad. Another interview with a student intern and cooperating teacher stressed the importance of traveling abroad and “knowing” the language/culture. Emphasis was placed on an integration of these notions.

Faculty interviews discussed the opportunity for undergraduates to earn volunteer hours with specific projects in targeted partnership school sites. These projects may consist of assisting new students in acclimating to a new environment and a new language.

- 10.2** An interview with an intern posed opportunities to use the language to communicate to others of another land. German resources are fairly weak in this area, so the intern found ways for students to “find” the language experience. With assistance from the community, food experiences are brought to the students as well. Interviews with other cooperating teachers indicated that student interns had not yet demonstrated cultural enrichment, career awareness, and learning opportunities in utilizing community resources.

Recommended Action:

- ☒ **X** **Approved**
- ☐ **Approved Conditionally**
- ☐ **Not Approved**

Program: Language Arts

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Narrative:

1.1: Every student at Albertson College is required to complete general graduation requirements that are based in the liberal arts. Language Arts candidates must complete the 33 credit English major and are encouraged to develop programs that include even more content area courses. The degree requirements include one 200 level topics in literature course; English 351 Origins & Traditions of British Literature; English 362 Origins & Traditions of the Literature of the United States; and English 359 Construction World Literatures. The capstone course is the Senior Thesis Seminar in Literature, English 498. Candidate portfolios include papers written in these English courses that demonstrate a competent level of knowledge. Observation of a session of the children's literature course provided evidence that teacher candidates were exposed to considerable content material in this area.

1.2: Candidates in the secondary literature class applied their knowledge of story structure (setting character, plot, etc.) to a novel that they were reading themselves. They also discussed applications of this knowledge to their classroom situations. The lesson plans in candidate portfolios demonstrated a good command of the content material and application of that content knowledge to teaching. Interviews with interns and cooperating teachers provided evidence that this standard is being met and that conclusion was reinforced by observation.

Principle #2: Knowledge of Human Development and Learning

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

Narrative:

2.1: WTE 221 Education Psychology covers the basic theories of learning and human development—those of Piaget, Vygotsky, Erikson, Skinner—and the candidates study Bloom’s Taxonomies. The course MFL/EDS 446 Linguistics for Language Teachers provides knowledge of human development and learning. This course includes concepts of linguistic theory; study of pragmatic, semantics, syntax, morphology, and phonology; plus the applied areas of language variation, first language acquisition, written language; and the neurology of language.

2.2: Candidate portfolios make references to Principle #2, including the theories of Piaget, Vygotsky, Erikson, and Skinner. The portfolios also include lesson plans that candidates actually taught at middle school.

Principle #4: Multiple Instructional Strategies

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies			X

Narrative:

4.1: Certainly Albertson College instructors themselves model a number of instructional strategies. During my observation of only one meeting of secondary literature, the instructor had candidates use crayons to sketch their ideas regarding setting; she facilitated a discussion of a chapter of the text; and she had the candidates write a structured poem as a way to examine characters in a novel. EDS 440 Curriculum and Instruction is a course that focuses on instructional strategies. Portfolios included examples of candidate work products in their own language arts courses.

4.2: Student portfolios provide evidence of multiple instructional strategies as well as reflections regarding the efficacy of these strategies. Candidates in the secondary literature course contributed informed observations regarding the instructional strategies they had utilized during their internships. Candidate portfolios demonstrated the ability to utilize technology as an instructional strategy. Observation and interviews provided substantial documentation regarding this standard.

Principle #8: Assessment of Student Learning

Element	Unacceptable	Acceptable	Target
8.1 Assessment of		X	

Student Learning			
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

Narrative:

8.1: Candidates are introduced to assessment of student learning in WTE 202 Introduction to Teaching and WTE 221 Educational Psychology. A more in-depth discussion is to take place in WTE 302 Development of Literacy. Candidate portfolios include discussions of assessment and artifacts related to assessment.

8.2: There is some evidence of assessment in candidate portfolios. It was difficult, when viewing the portfolios, to find evidence that candidates interpreted assessment strategies and then made use of the information they obtained. However, visits to interns in the classroom filled this gap. For example, an intern in a middle school classroom was able to exhibit various assessment results and demonstrate how these results were utilized to provide assistance to individual students while at the same time playing a significant role in the planning process.

Principle #9: Professional Commitment and Responsibility

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

Narrative:

9.1: The Albertson College conceptual framework certainly addresses this standard. Creating an educative learning community is essential to establishing a foundation for professional commitment and responsibility. The conceptual framework is based on John Dewey's conviction that educative experiences should encourage personal and community growth. The three elements of the Albertson College educative learning community - a community of learners, critical and caring pedagogy, and constructivist learning - speak to this standard.

9.2: Candidate portfolios demonstrate the ability to engage in reading and writing for professional and personal growth. During a session of secondary literature, the Albertson

College faculty member and the candidates discussed action research and its role in professional development.

Recommended Action:

☒ Approved
☐ Approved Conditionally
☐ **Not Approved**

Program: **Mathematics**

Principle #1: Knowledge of Subject Matter and Structure of Mathematics

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and		X	

Structure of Mathematics			
1.2 Making Mathematics Meaningful	X		

Narrative:

1.1 Albertson College of Idaho requires all candidates to have a content area major and to complete all education department course requirements. Math department coursework fulfills this requirement.

1.2 In the absence of opportunities to observe a candidate or intern, talk to a cooperating teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided demonstrating that math is made meaningful to candidates.

Principle #4: Understanding of Multiple Mathematical Learning Strategies

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Mathematical Learning Strategies		X	
4.2 Application of Multiple Learning Strategies	X		

Narrative:

4.1 According to the Albertson College of Idaho catalog, math department coursework fulfills this area. Course syllabi confirmed that this standard is being met.

4.2 In the absence of opportunities to observe a candidate or intern, visit with a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided to show that candidates are able to apply multiple learning strategies.

Principle #11: Significant Mathematical Connections

Element	Unacceptable	Acceptable	Target
----------------	---------------------	-------------------	---------------

11.1 Significant Mathematical Connections		X	
11.2 Application of Mathematical Connections	X		

Narrative:

- 11.1** A math department representative states that many math majors are dual majors and this readily leads to understanding connections with other fields. Recent graduate states she had to take courses in other disciplines to learn about applications of math in the other disciplines.
- 11.2** In the absence of opportunities to observe a candidate or intern, visit with a cooperating teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided to indicate that candidates are able to apply mathematical connections.

Recommended Action:

- _____ Approved
- X Approved Conditionally
- _____ **Not Approved**

Program: Physical Education

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.1** It is evident that ACI offers courses to demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle. There are courses that specifically address rules, etiquette, skills, as well as personal health and safety. The exhibit portfolio shows proof of examples of terminology and procedures for specific sports. It also includes study guides, examples of quizzes, and proof in Internet search based upon subject matter. The syllabi contain proof of content knowledge being presented to students, with results of mid-term and final exams showing such knowledge. Surveys from cooperating teachers show adequate knowledge of physical education. Education student portfolio also demonstrates such knowledge. Faculty interview showed evidence of modeling to prove such knowledge. The interview gleaned a passion for content knowledge and making this knowledge meaningful for students to pass onto elementary students. To further this concept, the interview stressed teaching individuality rather than team sports. Too, reflection is stressed daily to “know” what the teacher can control and change. Interviews with cooperating teacher and the student intern confirmed that student intern has the basic knowledge necessary to teach the components of physical fitness and a healthy lifestyle. Student and cooperating teacher surveys also confirm this statement.
- 1.2** Both the cooperating teacher and the student intern stated that the student intern creates meaningful lessons for students by “keeping it fun.” The cooperating teacher clarified by stating that interns “keeps students on task and makes sure they are working on target skills.” Student and cooperating teacher surveys indicated that both felt application of knowledge was better than average to make physical education meaningful.

Principle #2: Knowledge of Human Development and Learning

Element	Unacceptable	Acceptable	Target
2.2 Provide Opportunities for Development	X		

Narrative:

- 2.2** Faculty interview indicates evidence that teacher interns are able to assess physical activity, movement, and fitness levels and are able to make appropriate adaptations. Cooperating teachers and student surveys address positive abilities in creating appropriate adaptations. Yet, interviews confirmed limited evidence of such abilities.

Areas of Improvement: Insufficient evidence is provided to show that candidates are able to make meaningful human development and learning adaptations.

Principle #3: Adapting Instruction for Individual Needs

Element	Unacceptable	Acceptable	Target
3.2 Accommodating Individual Learning Needs		X	

Narrative:

- 3.2** Faculty interviews indicate that student interns have demonstrated opportunities in which they incorporate variations to movement and activities. With each activity learned, reflection in adapting and revising is a basic part of each course to engrain such thinking. An interview with a cooperating teacher provided evidence that the intern was able to revise and adapt the activity to assist students with physical needs. He was impressed that interns had this ability. This was also confirmed in the interview with the intern.

Principle #5: Classroom Motivation and Management Skills

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

Narrative:

- 5.1** Interviews with faculty members show evidence that a student intern is able to demonstrate skills to encourage positive social interaction and active engagement via PHE 329. Surveys of cooperating teachers show a somewhat different viewpoint in the preparation of this task. These teachers either viewed their students as being strong or not strong at all at possessing these qualities. Sophomore student surveys viewed themselves as being fairly strong in this area of motivation and management skills.
- 5.2** An interview with an operating teacher provided necessary evidence that a student intern is able to promote positive peer relationships in her ability to assess misbehavior and rectifying the situation in a calm manner. Motivational strategies were not a problem in the eyes of the cooperating teacher. He felt that the intern was able to include physically challenged students well within the activity and created a positive atmosphere in doing so.

Principle #7: Instructional Planning Skills

Element	Unacceptable	Acceptable	Target
---------	--------------	------------	--------

7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	X		

Narrative:

- 7.1** The Physical Education Exhibit Notebook shows evidence that long-term planning is being modeled via the course syllabi and expectations for each class. Proof of evidence is also apparent in the following courses: PHE 324 (long range planning), PHE 328 (developing lesson plans), PHE 329 (developing appropriate curriculum). A faculty interview stated that curriculum goals were not an issue, but department focused primarily on standards from INTASC. Further interviews did not confirm there was short-term or long-term planning. Thus, there was no tie to curriculum goals. Currently, a student intern has been explicitly following cooperating teacher's plans. As confirmed by interviews, there did not appear to be any discussions about the planning when lesson plans were made out.
- 7.2** Surveys by cooperating teachers show a wide variance in the ability for interns to adequately plan and prepare instruction to maximize activity time and success. Sophomore students viewed themselves as being average or just above. Interviews did not confirm students' ability to demonstrate short and long-term planning or that this planning utilizes community resources to expand the curriculum.

Areas for Improvement: There is insufficient evidence to demonstrate that candidates engage in short/long term planning to meet student needs and community contexts.

Principle #8: Assessment of Student Learning

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	

8.2 Using and Interpreting Program and Student Assessment Strategies	X		

Narrative:

- 8.1** Interviews indicate that the physical education program does not model many varied assessment techniques. This was clarified further when interviewing the cooperating teacher and the student intern. Multiple interviews indicated presence of assessment was apparent.
- 8.2** Interviews did not confirm student intern's ability to use a variety of assessment techniques to evaluate student performance and determine a program. Interviews clarified the only use of informal assessments performed was based upon behavior and a possible grade for the day. Surveys from cooperating teachers state that physical education interns are average in their knowledge of varied assessments and assessment strategies. Student surveys viewed themselves as having a little more knowledge in this area.

Areas of Improvement: Evidence indicates that candidates are not using and interpreting a variety of program and student assessment strategies.

Principle #11: Safety

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety		X	
11.2 Creating a Safe Learning Environment		X	

Narrative:

- 11.1** The ACI program provides clear evidence of courses that instill student and facility safety: PHE 302, PHE 244, PHE 324, and PHE 328. The Physical Education Exhibit Notebook clarifies this statement with lesson plans concerning the safety of a given sport. Faculty interviews stressed a passion for personal safety as courses teach all-around safety for children and their surroundings. Evidence includes the instructional materials and promoting safety when implementing activities to students. Faculty interview also stressed the used of safety equipment when introducing skills/activities to promote a safe environment.

11.2 Interviews verify that safety is of prime importance and instilled daily. Interviews also confirmed that modeling the use of the equipment prior to students' modeling assists better monitoring for a safe learning environment.

Recommended Action:

<input type="checkbox"/>	Approved
<input checked="" type="checkbox"/>	Approved Conditionally
<input type="checkbox"/>	Not Approved

Program: Science

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Science		X	
1.2 Making Science Meaningful	X		

Narrative:

- 1.1** It is required for candidates to have a major in the area they want to teach. Interviews with representatives of the biology, physics and chemistry departments stated they start teaching the process of science in the introductory courses. The candidate starts learning about the process of scientific inquiry by being immersed in actually using the scientific process. The science departments continue to build upon that understanding as the candidate takes the different courses to complete his/her major.
- 1.2** In the absence of opportunities to observe a candidate or intern, visit with a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to make science meaningful to students.

Principle #2: Understanding Human Development and Learning

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development	X		

Narrative:

- 2.1** Science professors state that they begin dealing with misconceptions from the first introductory course. Biology does it through concept maps and having the student recognize what is wrong. In physics they continue to have the candidates identify through homework and classwork the misconceptions that are present.

- 2.2** In the absence of opportunities to observe a candidate or intern, visit with a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are offered opportunities to recognize misconceptions in science.

Principle #4: Multiple Instructional Learning Strategies

Element	Unacceptable	Acceptable	Target
4.1 Understanding Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies	X		

Narrative:

- 4.1** Mathematics is a major component of chemistry, physics and, to a lesser extent, biology. The ability to use math and analysis data is woven throughout the programs. Math courses like calculus, algebra, and statistics are required courses to take prior to taking specific science courses. Because the process of inquiry is integral to the science courses, the ability to analyze and draw conclusions from that analysis is also integral throughout the coursework.

The candidates are required to make presentations (poster presentation, Power- Point, oral and written presentations) while taking science courses. They have a strong background in the use of various materials, including simulation software, that are used in a variety of labs.

- 4.2** In the absence of opportunities to observe a candidate or intern, talk to a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to demonstrate application of multiple learning strategies.

Principle #6: Communication Skills

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	

6.2 Application of Thinking and Communication Skills	X		

Narrative:

6.1 The requirements for a candidate to do poster presentation, oral presentations, written reports, and PowerPoint presentations indicate that the science candidate is will grounded in the various ways of communication. The candidate must do this in a number of courses in the different disciplines. The physics department requires the upper class candidates to take an advanced writing course from the English department to help with their writing skills.

6.2 In the absence of opportunities to observe a candidate or intern, talk to a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to demonstrate application of thinking and communication skills.

Principle #9: Professional Commitment and Responsibility as Reflective Practitioners

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching	X		

Narrative:

9.1 Biology, using the inquiry format, provides opportunities for candidates to use the Internet for current items and research. The candidate keeps a notebook of his/her Internet researches. During the upper division courses, the students are required to discuss or write a paper on their interpretation of what they have found.

Physics has a more traditional format of having an upper division course that helps the student stay current.

Albertson College of Idaho catalog shows a course in special topics in chemistry that covers a review of current literature, lecture discussions, and seminars. Interviews, however, indicated that this topic was not covered in chemistry coursework.

- 9.2** In the absence of opportunities to observe a candidate or intern, talk to a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to demonstrate professional commitment and responsibility as reflective practitioners.

Principle #11: Creating a Safe Learning Environment

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning Environment		X	

Narrative:

- 11.1** The biology department teaches and models safety throughout all the different courses they conduct. They teach the candidates how to use resources to understand safety precautions that should be used when preparing for lab.

The physics department representative states that physics does not have a real problem with safety due to the environment of the labs that are conducted. There are some safety issues as they deal with radioactivity, but those issues are dealt with when the time comes.

The chemistry department representative states that they have a handout that is given to the candidates. He also states that the safety is somewhat lax.

Areas of Improvement: Evidence did not show that safety is significantly addressed. The Idaho standard holds the candidates accountable for the understanding and implementation of safety in the classroom and laboratory.

Principle #12: Effective Use of Laboratory/Field Experiences

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of Laboratory/Field Experiences		X	

Narrative:

- 12.1 **In interviews with representatives of the different science departments, it was pointed out that the laboratory/field experiences are an integral part of the science areas. Courses are not organized in the traditional manner with a lecture and then a weekly lab. Instead, the class is organized in such a way that the lab is the primary focus of the course.**

Recommended Action:

<input type="checkbox"/>	Approved
<input checked="" type="checkbox"/>	Approved Conditionally
<input type="checkbox"/>	Not Approved

Program: Biology

Principle #1: Subject Matter and Structure of Biology

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Biology		X	
1.2 Making Biology Meaningful		X	

Narrative:

- 1.1** A requirement of Albertson College of Idaho is that a candidate must complete a major in a content subject as well as complete the department of education requirement. A candidate desiring to teach biology must have a biology major. According to the Albertson College of Idaho catalog, the biology department course-work meets this requirement.
- 1.2** From interviews with the supervising teacher as well as the intern, it appears that the candidate was well prepared in content areas and so far has shown the ability to meet the criteria in this area.

Recommended Action:

 X **Approved**

 Approved Conditionally

 Not Approved

Program: Chemistry

Principle #1: Subject Matter and Structure of Chemistry

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Chemistry		X	
1.2 Making Chemistry H. Meaningful	X		

Narrative:

- 1.1** A requirement of Albertson College of Idaho is that a candidate must complete a major in a content subject as well as complete the department of education requirement. A candidate desiring to teach chemistry must have a chemistry major. According to the Albertson College of Idaho catalog, the chemistry department coursework meets this requirement.
- 1.2 In the absence of opportunities to observe a candidate or intern, visit with a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.**

Areas of Improvement: **Insufficient evidence is provided that candidates are able to make chemistry meaningful to students.**

Recommended Action:

_____ Approved

 X Approved Conditionally

_____ Not Approved

Program: Physics

Principle #1: **Subject Matter and Structure of Physics**

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Physics		X	
1.2 Making Physics Meaningful	X		

Narrative:

1.1 A requirement of Albertson College of Idaho is that a candidate must complete a major in a content subject as well as complete the department of education requirement. A candidate desiring to teach physics must have a physics major. According to the Albertson College of Idaho catalog, the physics department coursework meets this requirement.

1.2 In the absence of opportunities to observe a candidate or intern, talk to a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to make physics meaningful to students.

Recommended Action:

_____ Approved
__X__ Approved Conditionally
_____ Not Approved

Program: Social Studies

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

Narrative:

1.1 Teacher candidates at Albertson College must complete a baccalaureate degree in a social studies content area before the internship. The anthropology/sociology degree includes 33 credits, 21 of which must be upper division from the two fields of study. Specific course requirements include ATH101 Cultural Anthropology, ATH 305 Culture Change and World System, ATH 404 Theories in Anthropology, SOC 101 Introduction to Sociology, SOC 349 Social Stratification, SOC 480 Sociological Theories, and a seminar.

Teacher candidates in history must complete a 33 credit major that includes two civilization courses, History 200 Introduction to the History of the United States, a course dealing with Asia, one dealing with Latin America, and one dealing with Europe. History majors take a three-hour examination at the culmination of their program. The first hour is multiple-choice questions, the second hour requires the students to examine and interpret primary source documents, and the third hour is a synthetic essay.

Teacher candidates in politics and economics must complete a 36 credit major that includes POE 261 Introduction to Economics; POE 262 Economic Theory and Policy or ECO 373 History of Economic Thought; POE 100 Essentials of American Government or POL 241 Introduction to Public Policy; POE 101 American Political Culture and Government or POL 250 Introduction to Political Philosophy; and POE 299 Evidence, Proof, and Knowledge.

Physical and cultural geography are also offered at Albertson College. Each of the social studies majors requires a senior seminar as a capstone course. In addition, the general graduation requirements at Albertson College include six units of Western civilization and three units in cultural diversity plus the disciplines of knowing portion of the general graduation requirements, which focus on anthropology, sociology, and politics and economics. Portfolios contained evidence of content preparation and knowledge in content areas.

Cooperating teachers were unanimous in their praise for the exceptional levels of content knowledge that Albertson College interns bring to the classroom.

- 1.2 **The social studies methods course addresses this area. In observing a session of this course, it was apparent that the interns were confident in their content areas. They were engaged in the process of making this information attainable for their students. The interns engaged in a useful discussion of textbooks and their role in the social studies classroom. The discussion also examined the use of projects and their limitations in the social studies classroom. Portfolios provided evidence of lesson plans that interns devised to convey content information to students. One portfolio included a unit on ancient Egypt that illustrated the application of content knowledge to the classroom setting. Other lesson plans demonstrated the ability to integrate information. An intern observed in a middle school social studies classroom designed an excellent lesson that engaged students, and the students demonstrated that they could take information that they learned in earlier sessions and apply it to the topic at hand.**

Principle #2: Knowledge of Human Development and Learning

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

Narrative:

- 2.1 This standard is met through WTE 202 and 221, EDS 300, EDS 400, EDS 450, and EDS 440. WTE 202 and 221 are the foundation courses in this area—Introduction to Teaching and Educational Psychology. Teacher candidates enrolled in these courses study the basic theories of learning and human development and also develop lesson plans and teach those lessons in the middle school setting. EDS 400 Philosophy of Education provides an opportunity to discuss conflicts in approaches to education. EDS 450 Diversity in Schools includes information on learning differences, multicultural education, learning styles, developing a classroom community, and exceptionality. The EDS 440 Curriculum & Instruction emphasizes the basic principles of teaching and learning and their application for effective instruction.
- 2.2 Portfolios demonstrate evidence that this standard is met. During a visit to Wilder middle school classrooms, both the intern and the cooperating teacher spoke eloquently on the challenges of a multicultural classroom and strategies for dealing with learning differences. It was evident that a real sense of community was present in the classroom.

Recommended Action:

☒ X

Approved

☐

Approved Conditionally

☐

Not Approved

Program: History

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.1** Teacher candidates in history must complete a 33 credit major that includes two civilization courses, History 200 Introduction to the History of the United States, a course dealing with Asia, one dealing with Latin America, and one dealing with Europe. History majors take a three-hour examination at the culmination of their program. The first hour involves multiple-choice questions, the second hour requires the students to examine and interpret primary source documents, and the third hour is a synthetic essay. Cooperating teachers were unanimous in their opinion that Albertson College interns were well grounded in history content. Observations in a middle school classroom reinforced this viewpoint. In addition, a fairly in-depth discussion with interns verified that they possessed a good grasp of the content information. The chair of the history department was very complimentary when appraising the content knowledge of current interns who were members of his courses. He was confident that any Albertson College graduate in history was well prepared in the content area.
- 1.2** The social studies methods course addresses this area. In my observation of a session of this course, it was apparent that the interns were confident in their content areas. They were engaged in the process of making this information attainable for their students. Portfolios provided evidence of lesson plans that interns devised to convey content information to students. Observing an intern in a middle school classroom revealed that the intern was teaching a unit on Christopher Columbus. The students were divided into two groups—each rehearsing and presenting a play about Columbus and the Indians. The intern skillfully used this method to discuss varying interpretations, the way a reading emphasis can shape information, and to engage the students in reading and reflection.

Recommended Action:

☒ X ☐

Approved

☐

Approved Conditionally

☐

Not Approved

Program: Government and Civics

Principle #1: **Knowledge of Subject Matter**

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Narrative:

- 1.1** Teacher candidates in politics and economics must complete a 36 credit major that includes POE 261 Introduction to Economics; POE 262 Economic Theory and Policy or ECO 373 History of Economic Thought; POE 100 Essentials of American Government or POL 241 Introduction to Public Policy, POE 101 American Political Culture and Government or POL 250 Introduction to Political Philosophy; and POE 299 Evidence, Proof, and Knowledge. A candidate portfolio not only revealed a high level of content knowledge, but exhibited the candidate's own intellectual growth.
- 1.2** The social studies methods course syllabus provides evidence that this is a program focus. During a session of this course, the interns discussed strategies for making content material interesting, accessible, and relevant. There was portfolio evidence that the intern was able to apply a variety of teaching methods and approaches to the classroom. Lesson plans demonstrated the ability to make the subject matter meaningful. A unit plan entitled "The Constitution of the United States" definitely addressed the topics discussed in the standards.

Recommended Action:

- X **Approved**
- Approved Conditionally**
- Not Approved**

Program: Visual/Performing Arts

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
<i>1.2 Making Subject Matter Meaningful</i>	X		

Narrative:

1.1 Candidates are required to receive a liberal arts degree in their chosen major field of study prior to their education internship. Whether they choose to get that degree in visual arts, music, or theater, there is evidence that they receive a great amount of instruction in the historical, critical, performance, and aesthetic concepts. A listing of course requirements in the Albertson College of Idaho course catalog as well as course syllabi provides this evidence. There is also evidence through the catalog and syllabi that candidates are required to demonstrate their technical and expressive proficiency in a particular area of the visual and performing arts.

1.2 In the absence of opportunities to observe a candidate or intern, talk to a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to make visual/performing arts meaningful to students.

Principle #5: Classroom Motivation and Management

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	X		
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environment	X		

Narrative:

- 5.1** There was insufficient evidence in the Albertson College of Idaho course catalog or class syllabi that the candidate could demonstrate adequate knowledge of how to integrate whole body learning into arts instruction.
- 5.2** In the absence of opportunities to observe a candidate or intern, visit with a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided to demonstrate that candidates can demonstrate adequate knowledge of how to integrate whole body learning into arts instruction.

Principle #7: Instructional Planning Skills

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	X		

Narrative:

- 7.1** According to the class syllabus for secondary arts methods, a major topic is curriculum, including scope and sequence, and determining which skills, awareness and knowledge are important. There is also a component for the communication of ideas.
- 7.2** In the absence of opportunities to observe a candidate or intern, visit with a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to apply instructional planning skills in connection with students' needs and community contexts.

Principle #8: Assessment of Student Learning

Element	Unacceptable	Acceptable	Target
8.2 Using and Interpreting Program and Student Assessment Strategies	X		

Narrative:

- 8.2 There is insufficient evidence that teacher candidates demonstrate an adequate ability to assess students' learning as well as finished products and creative processes that provide students with equal opportunities for display, performance, and recognition for what they know and can do in the arts.**

Areas of Improvement: **Insufficient evidence is provided that candidates are able to interpret program and student assessment strategies.**

Principle #9: Professional Commitment and Responsibility

Element	Unacceptable	Acceptable	Target
9.2 Developing in the Art and Science of Teaching		X	

Narrative:

- 9.2** A section in the syllabus from secondary arts methods indicates that one of the topics discussed includes professional development by practicing art, exhibiting, research, continuing education, membership in art education professional organizations and relating to other art teachers. As candidates are required by their major field of study to perform many times in varying circumstances, they definitely have adequate ability to contribute to their art field. One portfolio for a candidate also indicates that she is very capable of contributing within the art field.

Principle #10: Partnerships

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting in with Colleagues, Parents, and Community in Partnerships	X		

Narrative:

10.1 One topic discussed according to the syllabus for secondary arts methods is “other components of an art program.” This includes displaying student art, shows, and exhibits. This same topic includes relating to administrators, parents, and the public.

10.2 In the absence of opportunities to observe a candidate or intern, visit with a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to interact with colleagues, parents and community partners.

Principle #11: Safety

Element	Unacceptable	Acceptable	Target
11.1 Safe Learning Environment	X		

Narrative:

11.1 There is insufficient evidence that teacher candidates demonstrate an adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom, and to operate/manage performance and/or exhibit technology safely. There is only one class description in the course catalog that mentions safety in the area of theater. There was no mention of safety in the music or visual arts classes, nor in the syllabus of secondary arts methods.

Areas for Improvement: Insufficient evidence is provided that candidates can demonstrate an adequate ability to instruct students in procedures that are essential to safe activities in the visual/performing arts.

Recommended Action:

- ☐ Approved
- ☒ Approved Conditionally
- ☐ **Not Approved**

Program: **Drama**

Principle #1: **Knowledge of Subject Matter**

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Narrative:

- 1.1** The program provides evidence that teacher candidates demonstrate in-depth understanding of the history of theater as a form of entertainment and as a societal influence; the basic theories and process of play writing and production; the history and process of acting; and the elements and purpose of design. Candidates who are working toward certification in the area of drama are required to have a major in theater. This requires 32 credits of work, including coursework in history, play writing and production, as well as design. These are well documented within the course catalog, course descriptions, and class syllabi.
- 1.2** In the absence of opportunities to observe a candidate or intern, visit with a lead teacher, or view a completed portfolio, it was determined that there is insufficient evidence to adequately evaluate this portion of the standard.

Areas of Improvement: Insufficient evidence is provided that candidates are able to make visual/performing arts subject matter meaningful to students.

Recommended Action:

_____ Approved

___X___ Approved Conditionally

_____ **Not Approved**

Program: Music

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Narrative:

- 1.1** The program provides evidence that teacher candidates demonstrate adequate understanding of how to improvise, compose, and arrange in a variety of styles and settings; to perform sufficiently vocally and on wind/string/percussion instruments to teach groups of beginning students; and to perform as a vocalist or instrumentalist. The Albertson College of Idaho course catalog has a thorough listing of classes for music majors who are working toward an education certification. Requirements listed include classes in voice as well as instrument techniques and conducting. These courses are required in addition to the music core that is required of all music majors.
- 1.2** According to an interview, music majors receive their methods training from their lead teachers during the internship year. Although this experience is well supervised, there was insufficient evidence that candidates could demonstrate an adequate ability to improvise, compose, and arrange in a variety of styles and settings; to perform sufficiently vocally and on wind/string/percussion instruments to teach groups of beginning students; and to perform as a vocalist or instrumentalist. However, it should be noted that two music candidates were observed providing one-on-one instruction for their practicum during introduction to teaching educational psychology.

Areas of Improvement: **Insufficient evidence is provided to ensure that candidates are able to demonstrate an adequate ability to teach vocal/instrumental skills to beginning music students.**

Principle #7: Instructional Planning Skills

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	X		
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts	X		

Narrative:

7.1 There was insufficient evidence to adequately evaluate this portion of the standard.

7.2 There was insufficient evidence that candidates could demonstrate an adequate ability to discriminate aural perception of musical events, although, according to the course catalog, music majors are required to take 3 semester credit hours of Aural Skills I, II & III.

Areas of Improvement: Insufficient evidence is provided that candidates can demonstrate instructional planning skills in connection with students' needs and community contexts.

Recommended Action:

_____ Approved

__X__ Approved Conditionally

_____ **Not Approved**

Program: Art

Principle #1: Knowledge of Subject Matter

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Narrative:

- 1.1** Art majors are required to take 32-33 credits including courses in technique and art history. They are also required to complete a senior project, which includes the creation of visual arts projects within a business or museum environment and presentation of that work in the spring exhibition. According to the college catalog, organizing, hanging, and critiquing work are also covered in three different required classes. Discussion with a faculty member and review of a portfolio confirmed that the candidates are able to demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and of technical and expressive proficiency.
- 1.2** Secondary visual arts majors receive instruction in the methods of teaching during their internship year. The syllabus for secondary arts methods indicates that interns are to design and teach a number of units and reflect on their success in teaching them. However, there were no sample units to review.

Areas of Improvement: Insufficient evidence is provided that candidates are able to make visual and performing arts subject matter meaningful to students.

Recommended Action:

_____ Approved

 X Approved Conditionally

 Not Approved

INTERVIEWS

Albertson College of Idaho Administration

Alan Brinton, Vice President for Academic Affairs
Ann Kuck, Registrar
Claudia Nelson, Director of Curriculum Resource Center
Kathryn Jepko, Library
Dale Corning, Library
Arnold Hernandez, Minority Counselor

Students

Angela Harris, 2nd year
Amy Fox, 4th year
Sarah Helwich, Intern, SS/Science
Abbey Griffiths, Intern, Elementary
Ed Lee, Intern, Elementary
Erin Pepper, Intern, Language Arts
Elsje Taggart, Graduate, 1st grade teacher
Sarah Maness, 2nd year
Kali Webb, 2nd year
Holly Magill, 2nd year
Julie Zicaro, 1st year
Blake Jarsky, 3rd year
Heidi Pitman, 3rd year
Brittany Glacy, 3rd year
Molly McGourty, 4th year
Tiffany Hipwell, Intern, Biology
Maria Reynoso, 1st year
Alex Ortil, Intern, German
Coe Michaelson, Intern, Spanish
Stacey Martin, 3rd year
Julie Rember, English/Theater
Amy Wade Yowell, Math
Guy Hudson, Chemistry/Physics

Albertson College of Idaho Faculty

Leona Manke, Chair
Don Burwell, Education
Dora Gallegos, Physics and Geology
Robin Cruz, Math
Terry Stone, Music Education
Jim Fennell, Physical Education
Patti Copple, Education
Art Ayers, Biology
John Beckwith, Education
Ellen Batt, Modern Languages and Education

Rhea Zaldain, Retired Principal, Education
Meg Simonton, English
James Dull, Physics
Peter Craig, Chemistry
Don Mansfield, Biology
Steven Maughan, Chair, History
Margaret Simonton, English

Principals

Allan Lake, Middleton Middle School
Willie Sullivan, Payette Elementary School

Cooperating Teachers

Linda Batie, Gifted/Talented, K-5
Mike Warwick, Social Studies, 8th grade
Vicki Matthews/Burwell, Music, Gifted/Talented, K-5
Bill Krumm, Graduate, SS, Meridian Middle School
Bernie Hoover, Biology, TEAC
Pat Papapietro, Math, TEAC
Margarita Choy, 2nd Grade, TEAC
Stacy Stansell, Graduate, Central Canyon Elementary
Joe Youren, Language Arts, Wilder Middle School
Jeanne McCombs, Spanish, Vallivue High School
Neal Ruscoe, German, Vallivue High School
Gene Hanslick, P.E., Sacajawea Middle School

Sites Visited

Vallivue High School
Middleton Middle School
Wilder Middle School
Wilson Elementary
Sacajawea Middle School
Sources of Evidence

Course syllabi

College catalog
Classroom observations
Student work samples
Student portfolios
Student surveys
Cooperating teacher surveys
Intern observation forms
Student files
Classroom visits on campus
Classroom visits in the field

D. SUBJECT:

Annual Yearly Progress Formula

BACKGROUND:

President George W. Bush signed the No Child Left Behind Act of 2001 (NCLB) into law on January 8, 2002. This law is the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) and raises the accountability of educators to increase the academic achievement of students at all levels of public education.

Adequate Yearly Progress (AYP) is the key component of NCLB. AYP is a plan to hold each school accountable for the achievement of all students at the proficient level or above by the end of the 2013-2014 school year. AYP is to be determined for each state, district, and school for the total student body as well as for specific subpopulations at each level of education (No Child Left Behind Act, 2002, §1111(b)(2)(C)(v)).

DISCUSSION:

In Idaho, AYP is defined as the proportion of students scoring at or above the proficient level on statewide tests. During the baseline year (2001-2002) this was the ITBS/TAP. For all subsequent years, AYP will be calculated using results from the Idaho Standards Achievement Tests (ISAT). The proficient level has been set at the 40th percentile for the ITBS/TAP and the -.25 standard deviation for the ISAT.

NCLB requires each state to set a minimum number (n) of students required for data disaggregation that will provide statistical reliability as well as protect student privacy for public reporting. In Idaho, minimum n has been set at n = 24. Districts, schools, and subpopulations with n < 24 will not be reported publicly nor analyzed statistically.

The Idaho Adequate Yearly Progress Formula is intended to meet the requirements of NCLB by providing a means for quantifying the progress of Idaho's public school students and the success of Idaho's schools and standards. The Idaho AYP formula includes those factors required by law as well as factors suggested by the U.S. Department of Education and Idaho State Code. The federally required factors are (1) student performance on

statewide tests in grades 3 through 9 and high school (grades 10–12) and (2) graduation rate for all diploma-granting high schools. The Idaho AYP formula also includes a factor for full-time equivalent (FTE) enrollment of the student body:

$$\theta = \left(\frac{1 - (P^2 * G * F)}{12 - Y} \right) * 100$$

where

θ = coefficient of academic progress used to determine adequate yearly progress.

P^2 = academic performance on state achievement tests.

G = graduation rate.

F = FTE enrollment.

Y = the number of years NCLB has been in effect, 0 (2001-2002) through 12 (2013-2014).

Note: During the final year of the NCLB legislation (2013-2014), variable Y, NCLB year, regresses to 11. This prevents the denominator of the AYP formula from becoming 0.

Note: Variable G, the graduation rate, applies *only* to diploma-granting high schools. For junior high schools, middle schools, and elementary schools, this variable is *not* included in the AYP formula.

The formula provides a regression line with which to evaluate the academic progress of schools. The formula *is not* an indicator for individual student performance. All schools are required to have every student performing at the proficient level or above every year – and have 12 years to create an academic environment in which to do so.

The Idaho AYP formula is intended to provide a clear indicator upon which to base decisions about the faculty, administration, and curriculum at each school. The formula is *not* intended to shield any school or group from the requirements of AYP. Rather, the Idaho AYP Formula is one indicator

among many that will combine to reveal the strengths and weaknesses of each school.

ATTACHMENT:

1. The Idaho Adequate Yearly Progress Formula

Note: For information on the Formula, contact David Breithaupt, 208-332-6853.

E. SUBJECT:

Superintendent's Report